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Wichita Unified School District 259, Kans.

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A Title I/ESEA project designed and conducted to meet the needs of educationally deprived children (K-12) in Wichita, Kansas, is described and evaluated. The major focus of the project was on improvements in reading, but additional objectives included improving the children's verbal functions, self-image, attitude toward school and education, daily attendance, physical and nutritional health, and social and emotional stability. Included for each activity are objectives, procedures, evaluation strategy, data presentation, and comments about the results. Examples of nonstandardized data-gathering instruments and a test of musical discrimination are included in the appendix. (RT)

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EVALUATION REPORT

September 1967 - May 1968

Wichita Program For Educationally Deprived Children

ESEA TITLE I

Unified School District 259

Wichita, Kansas

September, 1968

RE001544

ESEA TITLE I EVALUATION REPORT

WICHITA PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1967--May, 1968

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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By
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428 South Broadway, Wichita, Kansas 67202

September, 1968

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WICHITA, KANSAS

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INTRODUCTION

The end of the 1967-68 school year marked the passage of two and one-half years of Title I efforts in the Wichita Public Schools. As was the case during the spring of 1966 and the 1966-67 school year, the 1967-68 Title I project in Wichita was planned and conducted to meet the needs of educationally deprived children in attendance areas with high concentrations of low income families.

It has been well-documented that many children residing in economically impoverished areas enter school deficient in verbal development, concept levels, desirable attitudes, and good physical health. Problems in learning and low achievement often result from such deficiencies. Frustration, poor attitudes, and undesirable behavior often accompany low achievement.

The approach utilized in the Title I project was global in nature because a variety of children's needs was present. However, the most pressing needs appeared to be related to the ability to read, comprehend, and communicate language. Therefore, the project was designed to focus on needs in the area of reading.

CHARACTERISTICS OF CHILDREN IN LOW INCOME AREAS

It was recognized that many children attending school in low income areas possessed characteristics which lessened their chances of success in school. Some of the identified characteristics were as follows:

A. Achievement
    1. Poor performance on standardized tests
    2. Classroom performance below grade level in reading
    3. Poor language skills

B. Ability
    1. Poor performance on standardized tests of intellectual ability
    2. Low level verbal functioning
    3. Low level non-verbal functioning

C. Attitude
    1. Negative self-image
    2. Negative attitude toward school and/or education
    3. Low aspiration level
    4. Expectations of school failure

D. Behavior
    1. High absentee rate
    2. High dropout rate
    3. Disciplinary problems

E. Other Areas Interfering with the Learning Process
    1. Poor health, including dental
    2. Malnutrition or under nutrition
    3. Emotional and social instability
    4. Poor parental attitude toward education or the school

PROJECT OBJECTIVES

The following objectives were chosen after studying the characteristics and educational needs of children in low income geographical areas:

1. To improve performance as measured by standardized achievement tests.
2. To improve classroom performance in reading beyond usual expectations.
3. To improve children's verbal functioning.
4. To improve children's non-verbal functioning.
5. To improve the children's self-image.
6. To change (in a positive direction) children's attitudes toward school and education.
7. To increase children's expectations of success in school.
8. To improve the children's average daily attendance.
9. To improve the holding power of the schools (to decrease the dropout rate).
10. To reduce the rate and severity of disciplinary problems.
11. To improve the physical health of the children.
12. To improve the nutritional health of the children.
13. To improve the children's emotional and social stability and/or that of their families.

ATTENDANCE AREAS

Wichita, Kansas, is a metropolitan community of approximately 280,000 people. Serving the community are 113 public schools including 91 elementary, 16 junior high, and six senior high schools. Approximately 70,000 school children (K-12) are served by the Wichita Public Schools. In addition, there are parochial and private schools which serve about 7,000 children.

Twenty-four public elementary schools (K-6), nine public junior high schools (7-9), and six public senior high schools (10-12) were located in low income areas and/or served educationally deprived children from low income families residing in the target areas. Also, a number of parochial schools served families in the low income areas. Approximately 13,200 public school children (K-12) and approximately 400 non-public school children (1-9) made up the approximately 13,600 school children in the Title I project.

PROCEDURES USED IN STRIVING FOR OBJECTIVES

Many activities were included in the project in attempting to accomplish the objectives. Some of the activities were largely instructional in nature, and others were services of various kinds. Reading improvement was the major thrust of the project as was the case during the spring of 1966 and during the 1966-67 school year. Corrective reading teachers met with individuals and small groups in providing instruction geared to the type and severity of reading problem. Reading instruction was provided at two levels, elementary and junior high school.

Additional art and physical education teachers assisted classroom teachers at the elementary level. Two mobile music laboratories with electronic piano keyboards were used in several elementary schools. Field trips to art museums and other places and attendance at Children's Theatre provided cultural enrichment at the elementary level. Instructional activities were provided at institutions for delinquent and neglected children.

In addition to reading classes at the junior high level, home economics classes in clothing and personal grooming and industrial arts classes in woodworking and metals were held.

Service activities were important parts of the Title I project. Additional school health services were provided in attempting to meet health needs. Additional counselors were provided in Title I elementary schools. Additional librarians and aides were employed in the project. Food services provided included hot lunches at two elementary schools and milk and crackers furnished to kindergarten children in all Title I elementary schools. Teacher assistants were placed in four target area schools, and eight attendance workers were assigned to certain schools in the project.

EVALUATION

The evaluation for 1967-68 was similar to that conducted in 1966-67. It was assumed that by supplementing the efforts of regular classroom teachers in developing skills, appreciations, health, and practical arts, pupils' achievement would improve. Further, it was thought that greater success in school would result in higher self-esteem, motivation and confidence. Basic questions which evaluation efforts attempted to answer included the following: Did the additional instruction and services have a beneficial effect on the reading ability, academic achievement, and overall performance of pupils? What was the influence of the project on the attitudes of children toward themselves and others? Did the behavior of children change in a positive direction?

Was the physical and emotional health of children improved as a result of project efforts?

Both test and non-test sources of data were used in evaluating the activities. Test results were used in assessing progress in reading, music, and physical fitness. Other sources of data for the evaluation of these activities, and the other Title I activities, included records of various kinds, checklists, case histories, opinionnaires, and questionnaires. Some questionnaire items were constructed to secure information directly related to progress toward objectives. For the most part, responses to such items have been included in the reports of the project activities. In some cases respondents supplied information pertaining to such things as problems encountered and suggestions for improvement. For the most part, such information has not been included in the reports of the project activities. All information gathered has been made available to project administrators for use in the modification of present activities and in the structuring of future programs. Copies of data gathering instruments (other than standardized tests) are presented in Appendix A of this report.

Evaluation was considered to be the process of discovering the extent to which objectives were reached. Objectives were chosen for each major activity of the project, and each activity was evaluated in terms of its objectives. In some cases, it was possible to assess both the direction and the extent of changes resulting from the experiences. In others, it was possible to observe direction of change only.

Evaluations for activities conducted during September--May, 1968 are presented in the following sections of this report. Included for each activity are the objectives, procedures, evaluation strategy, presentation of data, and comments about the results. Evaluations for summer Title I activities and supplementary information of a general nature are presented in separate reports.

CORRECTIVE READING INSTRUCTION

The corrective reading program constituted the major thrust of the Title I project in Wichita. Each year children are identified who have not gained sufficient facility in reading to succeed in classwork which requires reading. Word recognition and comprehension skills are weak. The lack of reading success helps create feelings of inadequacy and negative attitudes toward reading, school, and other persons.

In planning the corrective reading instruction, it was recognized that modern diagnostic approaches, appropriate instructional materials, and special classes should be utilized. Classroom activities and supportive services were provided which were designed to ensure success in reading and to build feelings of confidence and self-esteem.

OBJECTIVES

1. To improve word recognition skills and comprehension by at least one grade equivalent as indicated by standardized tests of reading achievement and as noted by teachers.
2. To increase reading for enjoyment, appreciation, and information as indicated by teacher observations.
3. To improve pupils' attitudes as indicated by teacher observations and pupil responses.
4. To improve the overall reading programs in participating schools as indicated by responses of principals and teachers.

PROCEDURES

Pupils - Screening and Placement

Children from twenty-four public elementary, seven parochial elementary, and seven public junior high schools located in or on the periphery of low income areas were selected to participate in the corrective reading classes. Approximately 1,600 elementary school children in grades 2 to 6 were given corrective reading instruction. The grade with the smallest number represented was sixth grade with about 200. The grade with the largest number represented was third grade with about 450. Grades two, four, and five were represented with approximately 320, 350, and 280 pupils respectively. The inclusion of over 300 second graders is an increase from about 50 in the program last year. This increase reflects an increased effort to reach pupils with reading difficulties at the earliest possible age. Approximately 600 junior high school pupils were instructed in the corrective reading classes. This number included approximately 250 seventh graders, 220 eighth graders, and 130 ninth graders.

Children were selected for corrective reading instruction on the basis of retardation in reading or vocabulary as indicated by standardized test scores. Other criteria for selection included the following: (1) possession of the capacity to profit from corrective reading instruction, (2) recommendation for the class by regular classroom teacher and counselor, and (3) positive attitudes by pupil and parent.

Teachers - Selection and Placement

Teachers were chosen for the corrective reading classes who had demonstrated success in teaching and who were interested in teaching children retarded in reading. Many of the teachers were those who taught similar classes during the 1966-67 school year and the second semester of the 1965-66 school year.

There were twenty-four elementary schools where corrective reading classes were held. Two corrective reading teachers were placed in each of eight elementary schools. Each of sixteen elementary schools were assigned one corrective reading teacher. This made a total of thirty-two reading teachers in the elementary schools. A total of twelve reading teachers were placed in the seven junior high schools. Two schools each had one teacher, and five schools each had two.

Reading Class Organization

Teachers in elementary schools were given instruction and encouragement in the use of Silvaroli's Classroom Reading Inventory in accurately assessing reading instructional levels of pupils. Junior high teachers were encouraged to use both oral and silent reading tests in the diagnosis of reading deficiencies. Groups were organized according to the type and severity of reading problem. Generally, the greater the severity of reading problem, the smaller was the group. Grade lines were often crossed in organizing classes of pupils with similar reading levels.

While working with the children, teachers sometimes worked with class groups as a whole, or with varying sizes of groups. Some of the pupils, particularly elementary, were in corrective reading classes twice a day for twenty to thirty minutes each time. In others, children were scheduled into reading classes once each day or on alternate days for longer periods of time. Classes were organized so that upon attainment of corrective reading class goals, individuals were phased out of the special reading classes.

Activities and Materials

The team approach was utilized in the corrective reading instruction with the building principal administering the school's program. The corrective reading teacher cooperated with the regular classroom teacher in the diagnosis of reading difficulties, planning and coordinating activities, and the evaluation of methods, materials and pupil progress. Personnel other than classroom teachers assisted in the selection and use of instructional materials and in planning activities designed to ensure success and build self-esteem and confidence. When possible, the corrective reading teacher and other staff members worked with parents of pupils in special reading classes.

A wide variety of classroom reading activities, instructional materials, and audio-visual equipment was used. Both individualized and group instruction were provided. Teachers were encouraged to experiment with instructional methods, materials, and equipment.

Corrective Reading with Programmed Instruction

At one junior high school a programmed approach to corrective reading instruction was used by the two teachers. Identification and screening of pupils was accomplished in the same manner as in the other junior high school programs. A battery of tests including oral reading, silent reading, ability, and perceptual tests were used to diagnose each pupil's reading problems. Following the diagnosis, a flow chart guided the teacher in assigning the pupil to the appropriate taped lessons and "live" reinforcement materials.

Classes were organized with four sets of earphones and recorders and no more than eight pupils. This enabled at least half of the group to work with the taped lessons at one time while the others worked with the teacher on the "live" portion of the lessons. Each pupil, with very few exceptions, read orally and individually to the teacher each day. Some group instruction was given. It was hoped that the group instruction would make phasing back to the regular classroom less difficult.

The programmed materials included the taped lessons, "live" instructional materials, and homework materials. Each taped lesson includes a quiz. There are three lessons on each concept so that when a pupil did not do well on the quiz he could do as many as three lessons on the same concept without repeating the same material. All of the tapes used were non-erasable and recorded in both directions so that each reel may be immediately played again. No rewinding was ever necessary. The taped lessons and "live" materials provided a multi-sensory approach geared to help the pupil overcome his deficiencies. Some emphasis was placed on the development of perceptual skills. For instance, much of the work on tapes was done in whispers in an attempt to eliminate tonality, create a quiet atmosphere, and force the pupil to focus all of his attention upon hearing the sound. The headphones were modified so that only one ear receives sound. The teachers were careful to see that each pupil listened with the ear on the same side as the hand with which he writes. Although the pupils were encouraged to read as much as possible outside of class, actual homework assignments were limited to tasks that could be completed in fifteen minutes or less of diligent effort.

EVALUATION STRATEGY

Both test and non-test sources of evaluative data were used in the evaluation of the corrective reading. The Iowa Tests of Basic Skills and Silvaroli's Classroom Reading Inventory were the standardized tests used with elementary pupils. Non-test sources of data used with elementary pupils included records, the Pupil Opinion Questionnaire, the Behavior Checklist, case histories of selected reading pupils, and questionnaires to reading teachers, regular classroom teachers, and principals.

The Diagnostic Reading Test and Gray Oral Reading Test were used with junior high school pupils. Non-test sources of data for junior high pupils included teachers records and questionnaires to teachers and principals.

The following schedule presents the sources of evaluative data, the dates used, and the persons furnishing the data:

Source	Date	Persons Completing
Iowa Tests of Basic Skills	Nov. and May	Elementary Pupils, 3-6
Classroom Reading Inventory	Sept. and May	Reading Teachers, Elementary
Diagnostic Reading Test	Sept. and May	Junior High Pupils
Gray Oral Reading Test	Nov. and May	Reading Teachers, Junior High
Behavior Checklist	Dec. and May	Reading and Regular Classroom Teachers, Elementary
Pupil Opinion Questionnaire	Dec. and May	Elementary Pupils, 5th Grade
Case Histories	May	Elementary School Counselors
Questionnaires	May	Reading Teachers, Principals Regular Classroom Teachers
Records	Throughout	Teachers and others

PRESENTATION OF DATA - ELEMENTARY

Iowa Test of Basic Skills

The Iowa Test of Basic Skills is given annually to all pupils in the third, fourth, fifth, and sixth grades of the Wichita elementary schools. A different form of the reading and vocabulary sections of the test was given in May to all pupils in the Title I corrective reading program. Extensive norms are provided for all forms of the test. The norms give percentiles for beginning, middle, and end of the school year as well as grade equivalent scores. Some evidence has been compiled by the publishers to show that the grade equivalent scores are reasonably accurate for out of grade level testing, i.e. a sixth grader that scores 41 (first month of grade 4) on the sixth grade section would score near 41 if given the fourth grade section of the test. Very large and widespread samples of pupils were used in constructing the norms. The national percentiles provided for the test are very much like, though slightly lower than, the local percentiles for the entire Wichita school system.

All pupils in grades three through six of the Wichita Public Schools were given the Iowa Test of Basic Skills during the first week of November, 1967. Form 1 was used in fourth and sixth grades. Form 2 was used in third and fifth grades. All pupils in grades three through six who had been placed in Title I corrective reading classes were given the Form 3 vocabulary and reading sections during the first week of May, 1968. Both pretest and posttest scores in vocabulary and reading were available for 989 pupils in the four grades. Tables 1 and 2 show comparisons of the pretest and posttest mean grade equivalent scores for subgroups by grade and by grade and sex. Gains in the mean score were made by all subgroups on both sections. While the gains are not large the number of significant differences indicates that reading skills as measured by this test have improved.

TABLE 1

PRETEST AND POSTTEST COMPARISONS AND CORRELATIONS ON IOWA TEST OF BASIC SKILLS READING SECTION

			Pretest				Posttest	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
3	Girls	153	27.08	8.07	.42	2.93**	29.21	8.60
3	Boys	195	25.76	7.95	.27	2.16*	27.29	8.37
3	Girls and Boys	348	26.34	8.02	.35	3.53***	28.14	8.52
4	Girls	109	32.22	7.82	.35	0.58	32.72	8.06
4	Boys	176	29.48	7.07	.17	1.38	30.51	8.30
4	Girls and Boys	285	30.53	7.48	.26	1.46	31.36	8.26
5	Girls	91	40.31	8.42	.55	0.19	40.47	8.71
5	Boys	142	38.52	8.47	.55	2.57*	40.32	9.11
5	Girls and Boys	233	39.22	8.48	.55	2.14*	40.38	8.94
6	Girls	52	48.29	8.15	.53	3.54***	52.75	10.07
6	Boys	71	45.79	9.17	.44	0.23	46.07	9.90
6	Girls and Boys	123	46.85	8.81	.49	2.30*	48.89	10.47

* $P < .05$

** $P < .01$

*** $P < .001$

TABLE 2

PRETEST AND POSTTEST COMPARISONS AND CORRELATIONS ON IOWA TEST OF BASIC SKILLS VOCABULARY SECTION

			Pretest				Posttest	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
3	Girls	153	26.63	7.41	.42	0.95	27.29	8.26
3	Boys	195	25.79	7.20	.48	1.33	26.60	9.02
3	Girls and Boys	348	26.16	7.29	.46	1.65	26.90	8.69
4	Girls	109	29.85	7.43	.39	2.98*	32.36	8.35
4	Boys	176	29.15	7.84	.33	4.01**	32.06	8.67
4	Girls and Boys	285	29.42	7.68	.35	5.01**	32.18	8.54
5	Girls	91	34.55	7.86	.53	5.79**	39.59	9.01
5	Boys	142	36.80	9.08	.54	4.53**	40.42	10.58
5	Girls and Boys	233	35.92	8.68	.54	7.04**	40.10	9.98
6	Girls	52	46.79	10.08	.54	3.53**	51.48	9.76
6	Boys	71	43.55	9.39	.20	3.00*	48.07	10.47
6	Girls and Boys	123	44.92	9.78	.36	4.47**	49.51	10.27

* $P < .01$

** $P < .001$

Tables 3 and 4 give the quartiles distribution on national percentile norms. Since "beginning of the year" norms were used on the pretest and "end of the year" norms were used on the posttest, a "normal" amount of improvement would lead to the same distribution for both pretest and posttest. It can be seen both from the distributions in Tables 3 and 4 and the differences in mean grade equivalent scores in Tables 1 and 2 that this amount of improvement is not indicated by the test results. This disappointment is somewhat offset, however, by the test results shown in Tables 5 and 6. Scores on vocabulary and reading sections of the ITBS tests were also available for 759 pupils from the May 1967 testing and the November 1967 testing. Many of these pupils were in the sample of 989 pupils and all were in corrective reading during the 1966-67 school year. It is not known how many of them were in summer school reading classes, but at most this would have meant six additional weeks of school.

While the differences in means in Tables 1 and 2 would indicate that less than the normal amount of increase in test performance occurred during the six months of school between November and May, the differences in means in Tables 5 and 6 indicate from a little more than four to a little more than seven months improvement in the mean grade equivalent scores occurred during a period which includes only three months (or four and one-half months with summer school) of school for a similar group of pupils. Test results for the project during the 1966-67 school year, of which the May results in Tables 5 and 6 were included in the posttest results, had been quite similar to those in Tables 1 and 2. A longitudinal look at the test results over two or three years or more for pupils who have been in the program will be necessary in order to

TABLE 3

DISTRIBUTION BY QUARTILES* ON NATIONAL NORM FOR IOWA TEST OF BASIC SKILLS READING SECTION

	Grade	Month and year Tested	Test Form	Number of Pupils 1-25th %ile	26-50th %ile	51-75th %ile	76-99th %ile
Pretest	3	11-67	2	125	138	66	19
Posttest	3	5-68	3	187	113	44	4
Pretest	4	11-67	1	149	120	14	2
Posttest	4	5-68	3	225	51	8	1
Pretest	5	11-67	2	140	73	18	2
Posttest	5	5-68	3	178	50	4	1
Pretest	6	11-67	1	76	42	4	1
Posttest	6	5-68	3	94	23	6	0

*** November percentile are from Beginning of Year (before Dec. 1) National Norms while the May percentiles are from End of Year (March 1 and after) National Norms.**

TABLE 4

DISTRIBUTION BY QUARTILES* ON NATIONAL NORM FOR

IOWA TEST OF BASIC SKILLS VOCABULARY SECTION

				Number of Pupils			
	Grade	Month and year Tested	Test Form	1-25th %iles	26-50th %iles	51-75th %iles	76-99th %iles
Pretest	3	11-67	2	91	163	85	9
Posttest	3	5-68	3	205	111	26	6
Pretest	4	11-67	1	164	100	19	2
Posttest	4	5-68	3	194	79	11	1
Pretest	5	11-67	2	160	60	13	0
Posttest	5	5-68	3	164	62	7	0
Pretest	6	11-67	1	86	32	5	0
Posttest	6	5-68	3	84	35	4	0

determine whether the long range effects on test performance are large or small.

It was hypothesized in the 1966-67 report that the small gains between pretest and posttest could be due to the large proportion of the pupils whose true reading ability is below the zero score for the section of the test given to their grade. It was felt that many of these pupils would be essentially non-readers, and hence random markers on the test, leading to invalid and unreliable results. This could be the case even with considerable improvement prior to the posttest. For example, a sixth grade pupil who improved from the preprimer to second grade level of performance could still be performing below the grade equivalent score of 22 (second month of second grade) which corresponds to a zero raw score on the sixth grade section of the test.

TABLE 5

MAY 1967 AND NOVEMBER 1967 COMPARISONS AND CORRELATIONS ON IOWA TEST OF BASIC SKILLS READING SECTION

MAY 1967						NOVEMBER 1967		
Grade	N	Mean	SD	r	t	Grade	Mean	SD
3	308	26.44	8.32	.38	9.58*	4	31.37	7.89
4	210	32.75	8.55	.48	11.98*	5	39.98	8.52
5	241	41.56	9.10	.43	9.54*	6	47.39	8.71

* P <.001

TABLE 6

MAY 1967 AND NOVEMBER 1967 COMPARISONS AND CORRELATIONS ON IOWA TEST OF BASIC SKILLS VOCABULARY SECTION

MAY 1967						NOVEMBER 1967		
Grade	N	Mean	SD	r	t	Grade	Mean	SD
3	308	26.32	8.89	.51	9.03*	4	30.74	8.50
4	210	32.60	8.90	.51	6.88*	5	36.87	9.17
5	241	39.88	10.14	.45	8.67*	6	45.64	9.41

* P<.001

An extensive analysis of the above results grouped by independent reading levels estimated in the fall using the Silvaroli Classroom Reading Inventory did not support the hypothesis, however. When grouped this way a fairly consistent pattern of gains still existed for all groups on both reading and vocabulary sections of the test with about as many significant differences among the primer, preprimer and below groups as there were among the second, third, and fourth and above groups. It is possible of course that the oral inventory does not effectively separate the non-readers or random markers in the silent testing situation from the others.

Classroom Reading Inventory

The Classroom Reading Inventory was developed by Nicholas J. Silvaroli for use as an individual diagnostic reading measure. By use of graded word lists and graded paragraphs, the classroom teacher estimates the child's independent, instructional, and frustration reading levels from untimed responses and oral reading with five questions per selection. This is done by accurately recording, on a form provided, the responses and reading errors throughout the interview. A scoring guide is available to aid the teacher in assigning the appropriate reading level (independent, instructional, or frustration) to each of the graded sections according to the number of errors noted. The sections range from preprimer to sixth grade in reading difficulty. After rating all sections up to the frustration level, appropriate grade levels for independent and instructional reading programs can be selected for each pupil.

While the main purpose of an informal reading inventory is diagnosis of a child's specific reading abilities or disabilities, rather than classification, it seems that the results of these diagnoses for large numbers of pupils would furnish some evidence of reading progress. The Classroom Reading Inventory was administered by the special reading teacher, individually to pupils upon entering the Title I corrective reading classes and again near the end of the school year. Tables 7 and 8 show the distribution of the independent and instructional reading levels for those pupils examined in September and the first part of October. The May distributions represent the results of a reexamination of the same pupils at the end of the school year. The Chi-square statistic shows that

TABLE 7

RESULTS OF CLASSROOM READING INVENTORY OF INDEPENDENT READING LEVELS

Distribution of Pupils by Independent Reading Levels

			Independent Reading Levels								Chi-	
Grade	Sex	Time	PP & Below	P	1	2	3	4	5	6 & Above	Square	df.
2	Girls	Sept.-Oct.	76	5	0	0	0	0	0	0	36.0*	1
2	Girls	May	29	25	14	13	0	0	0	0		
2	Boys	Sept.Oct.	95	5	0	0	0	0	0	0	132.2*	1
2	Boys	May	14	10	36	30	10	0	0	0		
3	Girls	Sept.Oct.	68	39	19	3	0	0	0	0	72.2*	2
3	Girls	May	22	12	28	45	21	1	0	0		
3	Boys	Sept.Oct.	96	36	22	2	0	0	0	0	69.4*	2
3	Boys	May	33	22	26	44	25	6	0	0		
4	Girls	Sept.-Oct.	16	22	16	31	3	1	0	0	10.2**	3
4	Girls	May	9	10	17	7	35	11	0	0		
4	Boys	Sept.Oct.	51	27	35	25	11	0	0	0	57.8*	4
4	Boys	May	19	17	18	36	43	15	1	0		
5	Girls	Sept.Oct.	17	8	11	17	26	3	0	0	16.8*	3
5	Girls	May	6	4	6	12	22	24	5	3		
5	Boys	Sept.Oct.	24	10	25	35	23	2	1	0	63.2*	3
5	Boys	May	8	7	5	22	31	34	12	1		
6	Girls	Sept.Oct.	3	2	3	12	11	11	1	0	8.4***	3
6	Girls	May	4	1	2	4	8	8	8	8		
6	Boys	Sept.Oct.	6	5	7	20	11	9	2	0	20.2*	3
6	Boys	May	4	2	5	6	10	21	9	3		

* $P < .001$

** $P < .02$

TABLE 8

RESULTS OF CLASSROOM READING INVENTORY OF INSTRUCTIONAL READING LEVELS

Distribution of Pupils by Instructional Reading Levels

			Instructional Reading Levels								Chi-	
Grade	Sex	Time	PP & Below	P	1	2	3	4	5	6 & Above	Square	df.
2	Girls	Sept.Oct.	65	12	4	0	0	0	0	0	87.4*	2
2	Girls	May	10	13	28	20	10	0	0	0		
2	Boys	Sept.Oct.	81	15	3	1	0	0	0	0	30.0*	2
2	Boys	May	46	27	19	8	0	0	0	0		
3	Girls	Sept.Oct.	15	45	39	28	2	0	0	0	140.8*	2
3	Girls	May	1	4	9	35	48	32	0	0		
3	Boys	Sept.Oct.	39	51	31	32	3	0	0	0	53.8*	3
3	Boys	May	11	12	18	35	46	30	4	0		
4	Girls	Sept.Oct.	7	10	15	28	27	2	0	0	63.1*	4
4	Girls	May	1	3	6	15	15	41	8	0		
4	Boys	Sept.Oct.	24	24	26	39	28	8	0	0	73.6*	5
4	Boys	May	5	6	12	26	39	48	12	1		
5	Girls	Sept.Oct.	4	10	5	12	17	32	2	0	37.0*	4
5	Girls	May	3	2	3	5	15	23	18	13		
5	Boys	Sept.Oct.	7	11	6	24	45	25	2	0	71.4*	4
5	Boys	May	0	2	3	9	21	39	29	17		
6	Girls	Sept.Oct.	3	1	3	2	7	15	8	4	10.2**	4
6	Girls	May	3	1	1	2	4	9	8	15		
6	Boys	Sept.Oct.	2	2	4	9	16	17	9	1	28.4*	3
6	Boys	May	0	1	0	1	7	17	19	15		

* $P < .001$

** $P < .05$

all groups changed significantly. The differing degrees of freedom for various grade levels is the result of combining columns to avoid zeroes and smaller numbers. It can be seen also in Tables 7 and 8 that very few of the pupils had independent reading levels on or above grade placement and very few had instructional reading levels on or above grade placement when tested in the fall. In May some in every group were on or above grade placement for independent reading, and some in every group were on or above grade placement in instructional reading level. Follow-up will be necessary to determine how reliable this measure is for predicting ability to achieve in the regular reading program.

Behavior Checklist

A random sample of two hundred pupils, stratified according to school, grade, sex, and race, was chosen from the pupils in the corrective reading classes in the twenty-four Title I elementary schools. Both the special reading teacher and the regular classroom teacher of each pupil in the sample were asked to rate the pupil at the beginning of the school year and again at the end of the school year on the behavior checklist shown in Appendix A of this report. The checklist contains thirty-one items each of which pertains to an observable behavior that was classified as positive or negative. Four ratings, pre and post by both teachers, were obtained for 163 of the original sample of two hundred pupils. This reduction in the sample of 18.5% should not bias the results greatly since each of the strata were still proportionately represented in the 163 pupil sample. The reduction in the sample was due to one or more of the ratings being unusable or the pupil being unavailable for a post rating.

Each of the positive behavior items were scored 1 through 5 and each of the negative behavior items were scored 5 through 1 according to the responses, never, rarely, sometimes, usually, and always. A total score for each rating was obtained by summing the scores for all thirty-one items. A preliminary item analysis of the upper and lower twenty-seven percent of the scores for 130 pupils rated on the same thirty-one items during the 1966-67 school year indicated that all items as scored discriminated in the same direction as the total score. When scores were computed separately for odd and even items for 183 pupils rated this fall, the odd-even correlation was .83 for the reading teacher ratings and .85 for the regular teacher ratings. These correlations corrected by the Spearman-Brown formula give reliability estimates of .91 for the reading teacher ratings and .92 for the regular teacher ratings.

TABLE 9

COMPARISON OF FALL AND SPRING RATINGS ON BEHAVIOR CHECKLIST FOR ELEMENTARY PUPILS IN TITLE I READING

		Mean	SD	N	r	t
Regular Teachers	Fall	108.28	14.93	163	.67	.26
	Spring	108.56	17.44			
Reading Teachers	Fall	116.37	15.05	163	.70	1.63
	Spring	117.82	14.25			

Table 9 shows that both the regular teachers and the reading teachers rated the pupils slightly higher at the end of the year than at the beginning. The increase in reading teacher ratings was greater, although neither increase was statistically significant. The results are quite similar to those obtained for a similar sample on the same checklist for the 1966-67 school year. In both cases the special reading teachers rated the pupils significantly ($P > .01$) higher than they were rated by the regular teachers. The higher ratings by the reading teachers are quite likely due to the fact that they observe the pupils in smaller classes and for shorter lengths of time each day (only one period) than do the regular teachers.

Pupil Opinion Questionnaire

A 30 item questionnaire was administered to all fifth grade pupils in the corrective reading program in an attempt to assess their attitudes toward school. By scoring responses to items referring to negative attitudes 1 through 5 and items referring to positive attitudes 5 through 1, for the responses agree very much, agree a little, neither agree nor disagree, disagree a little, and disagree very much, each pupil was assigned a score for the entire 30 items. The same 30 item questionnaire was administered to fifth grade pupils in the program during the 1966-67 school year. The previous year, 1965-66, it was administered both to pupils in the program and to a control group. The only change in the questionnaire for this year was a revision of the form so that the responses could be scored automatically. A copy of the questionnaire is presented in Appendix A of this report.

A preliminary investigation of the high and low 27 percent of the scores for 1966-67 indicated that all items, as scored, discriminated in the same direction as the total score. When scores were computed separately for odd and even items on the 204 questionnaires scored in the fall this year, the odd-even correlation was .64. When this correlation is corrected for number of items by the Spearman-Brown formula, a reliability estimate of .78 is obtained for the 30 items.

Table 10 shows that there have been no statistically significant changes between the fall and spring results during any of the three years that the questionnaire has been administered. The 1967-68 results for corrective reading pupils and the 1965-66 results for corrective reading pupils were significantly ($P<.01$) lower than the 1965-66 control group results. The 1966-67 results for corrective reading pupils are not. The reason for the high scores in 1966-67 is not apparent. The inclusion of a larger number of fifth grade pupils in the program during 1966-67 could have resulted in the inclusion of pupils who respond more positively.

TABLE 10

COMPARISON OF SCORES OF FIFTH GRADE CORRECTIVE READING PUPILS ON PUPIL OPINION QUESTIONNAIRE

		Mean	SD	N	t
1967-68 Corrective Reading Pupils	Fall	99.6	17.56	204	-1.55
	Spring	96.8	19.17	217	
1966-67 Corrective Reading Pupils	Fall	104.0	15.96	262	.16
	Spring	104.3	20.20	267	
1965-66 Corrective Reading Pupils	Fall	97.3	16.17	129	-.49
	Spring	96.0	20.00	142	
1965-66 Control Group	Fall	105.2	20.94	177	-1.23
	Spring	103.2	23.34	173	

Questionnaire to Elementary Principals

During May a questionnaire with some of the items pertaining to corrective reading instruction was sent to each of the principals of the twenty-four Title I elementary schools. A copy of the questionnaire is included in Appendix A of this report. Twenty-two principals returned completed questionnaires. As can be seen in Table 11, most (89%) of the principals' responses rate the reading activity as being of much or moderate value in all areas.

TABLE 11

RESPONSES OF ELEMENTARY SCHOOL PRINCIPALS CONCERNING THE VALUE OF TITLE I CORRECTIVE READING INSTRUCTION

N = 22

	Number of Principals Giving Each Response				
Areas Where Value Resulted	Much	Moderate	Little	None	No Response
Improving children's reading competence	15	5	0	0	2
Increasing children's reading for enjoyment	10	9	1	0	2
Improving children's attitudes toward reading	11	9	0	0	2
Improving children's attitudes toward themselves	9	11	0	0	2
Improving the school's overall reading program	8	11	1	0	2
Devising effective techniques for teaching reading	12	7	2	0	1
All responses combined	49%	40%	3%	0%	8%

Questionnaire to Regular Classroom Teachers

During May, a sample of 151 regular classroom teachers from twenty-one of the twenty-four Title I elementary schools was selected to respond to a questionnaire pertaining to the Title I project in Wichita. Eight of the questions pertained to the corrective reading activity. Some of the items concerned changes in the children. Others concerned the overall effects of the reading activity. A copy of the questionnaire is included in Appendix A of this report.

Samples for responding to questionnaires were selected without replacement so that persons would not be asked to respond to more than one questionnaire regarding Title I. The teachers responding to this questionnaire included all first and fifth grade teachers in twenty-one of the Title I schools and all third grade teachers in thirteen of the schools. Second, fourth, and sixth grade teachers were excluded due to participation in the 465 Survey of Compensatory Education. All teachers at three schools not in this sample responded to the questionnaire for the Teacher Assistants Program conducted in their schools. Third grade teachers in the other eight schools not included responded to the questionnaire pertaining to the Keyboard Music Program. One hundred and twenty of the 151 teacher sample submitted completed questionnaires. Forty-two of those responding indicated that they taught first grade; twenty-one, third grade; and thirty-one, fifth grade. Three indicated that they taught non-graded or departmentalized classes. Twenty-three did not indicate the grade taught.

Sixty-one of the teachers indicated that one or more pupils from their classroom had been placed in corrective reading. Responses regarding the changes observed in corrective reading pupils are shown in Table 12.

TABLE 12

QUESTIONNAIRE RESPONSES BY REGULAR CLASSROOM TEACHERS REGARDING CHANGES OBSERVED IN CORRECTIVE READING PUPILS

	Number of Teachers Giving Responses N=120					
Area of Change	Much Improved	Moderately Improved	Slightly Improved	No Noticeable Change	Worse Than Before	No Response
General reading competence	13	30	15	3	1	58
Attitude toward reading	20	24	12	4	1	59
Amount of reading for enjoyment	12	22	12	13	1	60
Pupils' attitudes toward themselves	14	16	17	12	1	60
All responses combined	12%	19%	12%	7%	1%	49%

Teachers not responding were generally the teachers who had indicated that no pupils from their classroom had been placed in corrective reading. The responses indicate that more improvement was observed by the classroom teachers in reading competence and attitudes toward reading than in amount of reading for enjoyment and attitudes toward self.

Sixty-three of the teachers responded that the special reading teachers were available and very helpful for consultation regarding reading problems or materials. Twenty-eight said the special reading teacher was available but they had no need for consultation. Nine indicated consultation with the special reading teacher was of little help while fourteen said she was not available for consultation.

Sixty-one teachers indicated that the corrective reading program was of much value or moderate value to the reading program in their room while thirty-four said it was of little or no value to the reading program in their room. One teacher said it was detrimental and twenty-four did not respond regarding its value to the reading program in their room. Regarding corrective reading pupils' participation in the regular reading program while in corrective reading, twenty-seven teachers said they participated in all regular reading activities, twenty-four said most, and sixteen said some. Only eleven teachers indicated that corrective reading pupils continued in very few or none of the regular reading activities in their room.

Questionnaire to Corrective Reading Teachers - Elementary

During May the corrective reading teachers were asked to respond to a questionnaire with items pertaining to the value of the program, organization of classes, use of tests and materials, and background information about themselves. A copy of the questionnaire is included in Appendix A of this report. All of the thirty-two elementary corrective reading teachers returned completed questionnaires.

The questions regarding background information revealed that sixteen of the thirty-two teachers had completed six or more graduate hours in reading instruction. Only four had completed less than two graduate hours in reading instruction. Twenty-eight teachers indicated that they had attended at least one of the summer workshops for Title I corrective reading teachers and eighteen had attended both of the workshops. All of the teachers had taught at least two years and twenty-two had taught ten years or more. Five of the teachers were teaching corrective reading for the first time. Only one indicated that she had taught corrective reading for more than 2½ years.

The items pertaining to organization of classes and the use of tests and materials were designed to yield information to be used in making decisions about maintaining or modifying the program. Responses concerning the use of materials and equipment indicated a wide variety. Of the fourteen items listed on the questionnaire, all but one were used regularly by some of the teachers. Only one item, tape recorders and listening stations, was reportedly used regularly by more than half of the teachers. This also was the only item on the list which was used, at least occasionally, by all of the teachers.

The corrective reading teachers' responses regarding the value of the corrective reading program in improving pupils' skills and attitudes are shown in Table 13. The responses are quite positive for all areas. The highest rating is given to the improvement of reading skills. Responses regarding improvement in attitudes toward school and teachers are slightly less positive than other areas.

TABLE 13

QUESTIONNAIRE RESPONSES BY CORRECTIVE READING TEACHERS
REGARDING VALUE OF TITLE I CORRECTIVE READING INSTRUCTION

Area Where Value Resulted	Number of Teachers Giving Each Response N=32				
	Much	Moderate	Little	None	Do Not Know
Improving skills in reading comprehension and word recognition	25	7	0	0	0
Improving pupils' attitudes toward reading	19	13	0	0	0
Improving pupils' attitudes toward school and teachers	14	15	1	0	2
Improving pupils' attitudes toward themselves	20	12	0	0	0
All responses combined	61%	36%	1%	0%	2%

Counselor's Case Histories of Corrective Reading Pupils

Case histories of selected elementary pupils in Title I corrective reading classes comprised one source of evaluative data. One pupil and one alternate was selected by Research Division personnel for each of the twenty counselors serving the Title I elementary schools. Each of twenty elementary schools was represented. For thirteen of the schools, pupils for the sample were randomly drawn from a list of pupils identified as having been phased out of the corrective reading program after being diagnosed as improved sufficiently to progress in the regular reading program. It was not possible to identify any pupils of this type in seven of the schools. In these seven schools pupils for the sample were randomly drawn from pupils identified as having been in the program for more than one full year.

All twenty case histories were submitted by the counselors. Information pertaining to health and home background, background of school achievement and adjustment, and progress since placement in corrective reading was included in each case history. An analysis of the thirteen case histories representing pupils who had been phased out of the program revealed a great deal of progress in many different areas. Such statements as "at this time he is making C's in reading," "Her instructional level is now on grade level," "Both the special teacher and the reading teacher are optimistic about his ability to progress through junior high," "His teacher reports he is one of the better readers in her room," etc., characterize the statements on progress. In some cases these are tempered by "He still won't finish his written work," "Since he is capable of superior achievement he is still to be considered an underachiever," "His regular teacher reports that he still needs a great deal of individual help," and similar statements. In general, though, they seem to say that these are pupils who at one time were seriously retarded readers and are now able to adequately participate in and profit from the regular reading program.

The seven case histories of pupils who have been in the program for more than a year tell another story. Improvement of varying degrees is reported in different areas. In most of these cases, however, the improvement reported leaves the pupil far below grade level and unable to function satisfactorily in the regular reading programs. In most cases one or more additional problems such as unstable home situation, behavior adjustment problems, perceptual problems, etc., were presently making reading improvement more difficult.

PRESENTATION OF DATA - JUNIOR HIGH

Diagnostic Reading Test

The Survey Section of the Diagnostic Reading Test, Lower Level, was given in alternate forms in September and May to pupils in the Title I corrective reading programs in the junior high schools. The survey section was originally developed by the Committee on Diagnostic Reading Tests, Inc., as a measure of general reading ability to be used in screening pupils to identify those pupils in need of a more intensive diagnostic reading test. National norms for percentile ranks are available for pupils in grades four through eight. The lower level test is designed to be given only to pupils in grades four through eight, but ninth graders were given the same level in this program since it was expected that most pupils in the program would be reading, at least initially, below their assigned grade level.

Tables 14 to 18 show that all groups improved their mean raw scores on all subtests of the Diagnostic Reading Test with the one exception of seventh graders on the Story Comprehension subtest. It should be pointed out that Story Comprehension subtest is not actually a reading comprehension test but a short comprehension check on the material read to determine the reading rate. The number of significant differences between the pretest and posttest means indicates that improvement has been made in the reading skills measured by this test. A great deal more improvement is evident in this year's test results when the test was administered in September and May than was evident in the results on the same test for the 1966-67 corrective reading program when it was administered in November and May. Whether the increase is due entirely to the increased time between pretest and posttest is not known.

Tables 19 through 22 also give evidence of improved test performance. It is obvious from Table 22, however, that according to the norms provided, a large majority of junior high corrective reading pupils scored below the national norm.

Tables 23 through 26 show Diagnostic Reading Test information for pupils at the junior high school where a programmed approach to corrective reading instruction was used. Gains were made in all the groups--in approximately half of the cases, the gains were found to be statistically significant. The data reveal the greatest gains in vocabulary and comprehension.

TABLE 14

JUNIOR HIGH CORRECTIVE READING
COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC
READING TEST LOWER LEVEL SURVEY SECTION VOCABULARY RAW SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	27.54	8.42	.82	4.93**	31.92	9.05
9	Boys	44	28.82	10.26	.80	3.73**	32.41	9.48
8	Girls	43	23.81	8.14	.80	4.70**	28.05	9.69
8	Boys	65	21.65	8.02	.72	5.06**	26.49	10.96
7	Girls	93	24.35	8.40	.76	7.76**	29.54	9.76
7	Boys	102	22.26	9.07	.78	4.90**	25.67	11.24

** $P < .01$

TABLE 15
JUNIOR HIGH CORRECTIVE READING
COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION WORD RECOGNITION RAW SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	14.59	6.81	.74	4.39**	18.30	7.17
9	Boys	44	14.02	5.08	.71	0.58	14.39	5.75
8	Girls	43	13.86	5.42	.66	3.38**	16.44	6.37
8	Boys	65	12.54	5.86	.58	2.07*	14.03	6.61
7	Girls	93	15.84	7.55	.70	4.72**	18.85	8.12
7	Boys	102	14.65	7.87	.65	1.69	15.76	7.87

* $P < .05$
** $P < .01$

TABLE 16

JUNIOR HIGH CORRECTIVE READING
COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION COMPREHENSION RAW SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	22.00	6.48	.57	1.11	23.22	7.48
9	Boys	44	22.70	7.68	.82	1.48	23.77	7.99
8	Girls	43	20.40	7.47	.77	2.04*	22.05	7.85
8	Boys	65	16.60	7.01	.68	5.00**	20.18	7.27
7	Girls	93	20.04	8.12	.76	5.60**	23.23	7.65
7	Boys	102	18.05	8.27	.71	4.68**	20.97	8.23

* $P < .05$
** $P < .01$

TABLE 17

JUNIOR HIGH CORRECTIVE READING
COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION READING RATE SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	192.70	52.85	.84	1.25	199.08	55.56
9	Boys	44	152.82	60.32	.49	1.18	162.82	47.25
8	Girls	43	185.28	51.03	.75	0.16	186.35	66.54
8	Boys	65	162.92	61.38	.66	2.65*	180.17	63.93
7	Girls	93	152.82	45.15	.69	7.82**	190.34	63.64
7	Boys	102	132.44	47.17	.50	4.86**	157.77	56.70

* $P < .05$
** $P < .01$

TABLE 18

JUNIOR HIGH CORRECTIVE READING
COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION STORY COMPREHENSION RAW SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	37	5.73	2.29	.44	1.60	6.43	2.62
9	Boys	44	6.07	2.86	.23	1.07	6.64	2.75
8	Girls	43	5.28	2.45	.34	0.49	5.49	2.31
8	Boys	65	5.48	2.43	.33	1.89	6.14	2.37
7	Girls	93	5.69	2.61	.24	-0.61	5.49	2.46
7	Boys	102	5.39	2.68	.27	-0.54	5.22	2.49

TABLE 19

RAW SCORES REPRESENTING LOCAL* PERCENTILE POINTS FOR DRT LOWER LEVEL WORD RECOGNITION

	Test Form	Date of Testing	Score at 90%ile	Score at 75%ile	Score at 50%ile	Score at 25%ile	Score at 10%ile
Grade 9 N=82							
Pretest	A	Sept.	22	18	13	10	8
Posttest	B	May	26	20	15	11	9
Grade 8 N=108							
Pretest	A	Sept.	20	17	13	9	7
Posttest	B	May	25	18	14	11	6
Grade 7 N=195							
Pretest	A	Sept.	26	20	14	9	6
Posttest	B	May	30	22	15	11	8

*1967-68 Corrective Reading Pupils Only

TABLE 20

RAW SCORES REPRESENTING LOCAL* PERCENTILE POINTS FOR DRT LOWER LEVEL COMPREHENSION

	Test Form	Date of Testing	Score at 90%ile	Score at 75%ile	Score at 50%ile	Score at 25%ile	Score at 10%ile
Grade 9 N=82							
Pretest	A	Sept.	32	28	23	18	11
Posttest	B	May	34	28	24	18	12
Grade 8 N=108							
Pretest	A	Sept.	29	24	17	11	8
Posttest	B	May	31	27	20	14	10
Grade 7 N=195							
Pretest	A	Sept.	31	25	18	13	8
Posttest	B	May	33	29	21	16	12

*1967-68 Corrective Reading Pupils Only

TABLE 21

RAW SCORES REPRESENTING LOCAL* PERCENTILE POINTS FOR DRT LOWER LEVEL VOCABULARY

	Test Form	Date of Testing	Score at 90%ile	Score at 75%ile	Score at 50%ile	Score at 25%ile	Score at 10%ile
Grade 9 N=82							
Pretest	A	Sept.	40	33	28	22	15
Posttest	B	May	45	38	32	26	20
Grade 8 N=108							
Pretest	A	Sept.	35	28	21	17	12
Posttest	B	May	42	34	28	18	14
Grade 7 N=195							
Pretest	A	Sept.	35	30	23	16	11
Posttest	B	May	42	36	27	19	13

*1967-68 Corrective Reading Pupils Only

TABLE 22

DISTRIBUTION BY QUARTILES ON NATIONAL NORMS FOR DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION

				Number of Pupils			
Subtest	Grade	Date of Testing	Test Form	1-25th %iles	26-50th %iles	51-75th %iles	76-99th %iles
Word Recognition	8	Sept.'67	A	89	16	3	0
Word Recognition	8	May '68	B	81	21	6	0
Word Recognition	7	Sept.'67	A	117	47	21	10
Word Recognition	7	May '68	B	101	52	23	19
Comprehension	8	Sept.'67	A	91	16	1	0
Comprehension	8	May '68	B	80	24	4	0
Comprehension	7	Sept.'67	A	142	28	18	7
Comprehension	7	May '68	B	122	35	18	20
Vocabulary	8	Sept.'67	A	99	9	0	0
Vocabulary	8	May '68	B	82	16	9	1
Vocabulary	7	Sept.'67	A	161	31	1	2
Vocabulary	7	May '68	B	129	38	15	13

TABLE 23

JUNIOR HIGH CORRECTIVE READING WITH PROGRAMMED INSTRUCTION COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION VOCABULARY RAW SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	13	23.77	9.08	.86	2.26*	27.46	11.08
9	Boys	12	24.67	8.28	.52	1.92	29.75	9.55
8	Girls	7	24.71	7.00	.90	2.43*	27.86	7.36
8	Boys	17	24.76	9.54	.88	3.84**	29.41	10.21
7	Girls	9	18.00	6.86	.93	1.00	18.89	6.85
7	Boys	11	18.45	4.94	.83	2.26*	23.00	9.88

* $P < .05$

** $P < .01$

TABLE 24

JUNIOR HIGH CORRECTIVE READING WITH PROGRAMMED INSTRUCTION COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION WORD RECOGNITION RAW SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	13	13.46	3.34	.47	2.12	16.23	4.98
9	Boys	12	12.50	4.03	.47	1.55	15.58	7.47
8	Girls	7	13.57	4.78	.37	1.00	15.43	2.92
8	Boys	17	13.76	4.17	.56	2.63*	17.24	6.35
7	Girls	9	12.89	2.08	.01	1.02	14.56	4.17
7	Boys	11	10.55	4.29	.43	1.75	14.36	7.51

* $P < .05$

TABLE 25

JUNIOR HIGH CORRECTIVE READING WITH PROGRAMMED INSTRUCTION COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION COMPREHENSION RAW SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	13	20.62	8.10	.75	1.04	22.31	7.76
9	Boys	12	18.33	7.15	.71	3.01*	23.75	8.29
8	Girls	7	18.00	5.81	.87	5.48**	24.43	5.55
8	Boys	17	16.41	5.24	.40	3.73**	23.24	7.58
7	Girls	9	15.22	3.82	.55	1.48	18.11	6.64
7	Boys	11	12.09	5.14	.76	5.73**	19.64	6.36

* $P<.05$

** $P<.01$

TABLE 26

JUNIOR HIGH CORRECTIVE READING WITH PROGRAMMED INSTRUCTION COMPARISON OF PRE AND POST TEST RESULTS ON DIAGNOSTIC READING TEST LOWER LEVEL SURVEY SECTION READING RATE SCORES

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Girls	13	170.77	46.12	.81	2.97*	202.54	62.35
9	Boys	12	147.25	47.17	.74	0.44	151.42	33.86
8	Girls	7	181.71	49.68	.18	0.86	200.57	32.08
8	Boys	17	134.12	47.21	.83	2.42*	150.06	41.34
7	Girls	9	122.89	39.53	.75	1.24	134.33	29.80
7	Boys	11	132.00	46.67	.55	0.83	143.18	43.16

* $P<.05$

Gray Oral Reading Test

The Gray Oral Reading Test was administered to junior high corrective reading pupils in the fall and again in the spring. Form A was used as the fall pretest measure; Form B was used as the spring posttest measure.

For purposes of analysis, the test scores were treated separately for the pupils in the school where a programmed approach to instruction was used. Table 27 shows the test results for those pupils. Table 28 shows the test results for pupils in the other six junior high schools.

TABLE 27

JUNIOR HIGH CORRECTIVE READING WITH PROGRAMMED INSTRUCTION
COMPARISONS OF PRE AND POST TEST RESULTS
ON THE GRAY ORAL READING TEST

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Boys	12	3.95	1.79	.95	3.95**	4.98	2.39
9	Girls	13	4.14	1.99	.81	1.54	4.78	2.47
8	Boys	17	3.94	2.30	.91	4.55**	5.07	2.35
8	Girls	7	3.00	1.80	.75	1.95	4.23	2.36
7	Boys	10	2.09	1.35	.97	4.95**	3.30	1.97
7	Girls	9	2.54	1.50	.88	3.63**	3.47	1.28

** $P < .01$

TABLE 28

JUNIOR HIGH CORRECTIVE READING
COMPARISON OF PRE AND POST TEST RESULTS
ON THE GRAY ORAL READING TEST

			Pretest Form A				Posttest Form B	
Grade	Sex	N	Mean	SD	r	t	Mean	SD
9	Boys	36	5.00	2.22	.87	5.71**	6.41	2.92
9	Girls	34	5.34	2.61	.89	4.96**	6.59	3.13
8	Boys	79	4.66	3.10	.88	5.95**	5.68	3.08
8	Girls	48	5.48	2.64	.89	4.57**	6.40	3.10
7	Boys	61	3.14	1.93	.92	6.19**	3.97	2.46
7	Girls	48	3.73	2.04	.93	4.38**	4.35	2.51

** $P < .01$

Table 27 reveals that four of the six subgroups under study in the junior high school using programmed instruction improved by over one grade equivalent according to the Gray Oral Reading Test. One subgroup, seventh grade girls, had a difference in mean scores of almost one grade equivalent. The ninth grade girls showed the smallest amount of gain, approximately two-thirds of one grade equivalent. The differences in mean grade equivalent scores for four of the six subgroups were found to be statistically significant.

Table 28 reveals that three of the six subgroups under study in six junior high schools had mean gains in excess of one grade equivalent on the Gray Oral Reading Test. The smallest amount of gain shown by any of the six subgroups was that of the seventh grade girls, approximately six-tenths of one grade equivalent. In all of the six cases, the differences in mean scores were found to be statistically significant. It is interesting to note that differences in mean scores between pretest and posttest increased from seventh to ninth grade.

Questionnaire to Junior High Principals

During May, a questionnaire with some items pertaining to corrective reading instruction was sent to each of the principals of the seven Title I junior high schools where corrective reading classes were held. A copy of the questionnaire is included in Appendix A of this report. All seven of the principals returned completed questionnaires.

TABLE 29

RESPONSES OF JUNIOR HIGH SCHOOL PRINCIPALS CONCERNING VALUE OF TITLE I CORRECTIVE READING INSTRUCTION

	Number of Principals Giving Each Response N=7				
Area Where Value Resulted	Much	Moderate	Little	None	Do Not Know
Increase in pupils' reading competence	3	3	1	0	0
Increase in pupils' reading for enjoyment	2	2	2	0	1
Pupils' attitude toward reading	3	2	1	0	1
Pupils' attitude toward themselves	2	3	1	0	1
Improvement in the overall reading program	1	4	2	0	0
Devising effective techniques for teaching reading	4	1	2	0	0
All responses combined (%)	36%	36%	21%	0%	7%

Responses to items pertaining to the value of the instruction to pupils and the overall reading program have been summarized in Table 23. Six of the seven principals indicated that both test results and recommendations from teachers and the sending school were utilized to identify pupils in need of corrective reading. Five of the seven indicated that both oral and silent reading tests were used for further screening after identification and prior to placement in the program. Six of the seven principals indicated that they felt it was reasonable, within the present junior high school scheduling system, to phase pupils out of corrective reading at any time the pupil's reading improvement warrants it. One felt that pupils should be phased out only at the end of semesters. Four of the seven principals responded that the present guidelines for operating a corrective reading program at the junior high level were satisfactory in most respects, while two said they needed some revision and one gave no opinion.

Questionnaire to Junior High Corrective Reading Teachers

During May the corrective reading teachers were asked to respond to a questionnaire with items pertaining to changes in the following: pupils' skills and attitudes; organization, selection, and diagnosis; the teacher's own background; and the extent of use of certain materials and equipment. Ten of the twelve junior high corrective reading teachers returned completed questionnaires. A copy of the questionnaire is included in Appendix A of this report.

The questions regarding background information indicated that five of the ten teachers responding had completed twelve or more graduate hours in reading instruction. Two teachers reported that they had less than two graduate hours in reading instruction. Two were teaching corrective reading for the first time and four indicated that they had taught corrective reading for two and one-half years or more. Seven of the teachers reported that they had attended at least one of the Title I summer workshops provided for corrective reading teachers. Three had attended both workshops.

Items pertaining to selection of pupils, organization of classes, and use of tests and materials were designed largely for the purpose of providing information to be used in making decisions about maintaining or modifying the program. Responses to questions regarding use of materials and equipment indicated a wide variety in use. Very few of the fourteen items listed on the questionnaire were used regularly by a majority of the ten teachers, although most of them were used regularly by some teachers.

Responses of the junior high corrective reading teachers regarding the value of their corrective reading classes in specific areas are shown in Table 30. The ratings are high for improving pupils' skills and pupils' attitudes toward themselves and reading. The ratings are less positive regarding attitudes toward school and teachers. Very few positive responses were given regarding the value of the program in increasing attendance or decreasing dropouts.

TABLE 30

QUESTIONNAIRE RESPONSES BY CORRECTIVE READING TEACHERS
REGARDING VALUE OF TITLE I CORRECTIVE READING INSTRUCTION

	Number of Teachers Giving Each Response N-10					
Area Where Value Resulted	Much	Moderate	Little	None	Do not Know	No Response
Improving pupils' reading comprehension and word recognition skills	5	3	0	0	1	1
Improving pupils' attitudes toward themselves	5	2	1	0	0	2
Improving pupils' attitudes toward reading	5	3	0	0	0	2
Improving pupils' attitudes toward school and teachers	1	7	0	0	0	2
Improving attendance and decreasing dropouts	1	1	2	1	3	2
From self-devised techniques for teaching reading	3	5	0	0	0	2
All responses combined	33%	35%	5%	2%	7%	18%

COMMENTS ON RESULTS

The first objective of the corrective reading program was to improve word recognition skills and comprehension by at least one grade equivalent as indicated by standardized tests of reading achievement and as noted by teachers. If an improvement of one grade equivalent is the goal, then from the pretest in November to the posttest in May, results there should be a gain of six months grade equivalent to correspond with the six months between tests. At the elementary level, reading gains ranged from a low of less than one month for fifth grade girls to a high of four and one-half months for sixth grade girls. Gains in vocabulary test results ranged from a low of less than one month for third grade girls to a high of five months for fifth grade girls. For the junior high level, gains ranged from about six-tenths of one grade for seventh grade girls to one and four-tenths grades for ninth grade boys. The first objective, as stated, appears to have been only partially obtained at the elementary level while at the junior high level it was met or exceeded.

The second objective, to increase reading for enjoyment, appreciation, and information as indicated by teacher observations, is very difficult to assess. Case studies compiled by counselors provided some insight into this area. Thirteen case histories of students phased out of reading revealed "a great deal of progress in many different areas." However, the seven case histories of pupils still in the reading program are not as optimistic. They relate that many outside problems impinge upon the student to make reading progress very difficult. A majority of teachers reported improvement in their students' reading for enjoyment.

Perhaps this objective is closely related to the third objective of improving pupils' attitudes as indicated by teacher observations and pupil responses. It follows that if a pupil's attitude is good, he will find greater involvement in the reading process. Behavior ratings by elementary regular and reading teachers show gains from the fall rating to the spring rating. A decided majority of teachers reported attitude improvement. While these gains were not statistically significant, they were, nevertheless, gains. Pupil opinion, as sampled by fifth graders in corrective reading, does not show a gain from fall to spring. This is an area where further investigation would be desirable. Whether there has been a true improvement of pupil attitude remains in question.

The last and final objective, to improve the overall reading programs in participating schools as indicated by responses of principals and teachers, was favorably reported. A large majority of teachers and principals at both elementary and junior high levels indicated improvements had been made in the overall reading program in use of effective instructional techniques and in attitudes. Most areas were rated as moderately or much improved.

ART INSTRUCTION AND EDUCATION

Consultant and teaching services were made available in certain curriculum areas in the Title I project. Art was one of the curriculum areas selected. By providing special art teachers, art scholarships, and additional supplies for elementary schools in the target area, it was believed that the programs of art instruction would be enhanced.

OBJECTIVES

1. To provide a better balanced program of art activities with greater variety of art media in the classrooms.
2. To increase competence in art instruction of classroom teachers.
3. To increase children's ability to express themselves through art.

PROCEDURES

Three special art teachers were assigned to work with classroom teachers in the twenty-four Title I elementary schools. The art teachers were in the buildings on a planned schedule. In this way they were available at scheduled times to help the classroom teachers plan and work toward a balanced art program. In-service education was available for teachers without their having to leave the classroom. The teachers and children were given opportunities to use art materials not used previously and to learn additional uses for known media. Additional art supplies were furnished to teachers in the twenty-four elementary schools at a cost of 20 cents per pupil.

Art scholarships were presented to a total of eighty-eight children in fifth and sixth grades and fourteen in junior high school. Forty-four recipients of the scholarships attended classes at the Wichita Art Museum, and fifty-eight attended classes at the Art Association Galleries. Seven of the children were parochial school pupils representing six parochial elementary schools. A wide variety of subject matters and several art media were utilized in the classes. Media expenses were provided for each pupil.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluation data included records and questionnaire responses. Records were kept throughout the year by the three art teachers serving the twenty-four elementary schools. A survey of the regular classroom teachers was conducted in April. The survey provided information about the extent certain art media and activities were utilized in the classroom. Questionnaires were developed and submitted in May to the Title I elementary school principals and to all first and fifth grade teachers in twenty-one schools and third grade teachers in thirteen schools. Certain questions in each of the questionnaires to principals and regular teachers pertained to the art instruction. Copies of the questionnaires are included in Appendix A of this report. Personnel at the two institutions where the art classes for scholarship holders were held were requested to submit information about the art experiences provided for the recipients.

PRESENTATION OF DATA

The following tables present information obtained from questionnaire responses of regular classroom teachers, art teachers, and principals of Title I elementary schools.

TABLE 31

ART PROGRAM RESPONSES OF REGULAR CLASSROOM TEACHERS

N = 427

	Less than 50 min.		About 50 minutes		About 100 min.		More than 100 minutes	
	No.	%	No.	%	No.	%	No.	%
How much time each week do the children in your room spend in art activities?	18	4	119	27	229	53	59	13

How often do the children in your room participate in teacher directed activities that utilize the following?	More than once a week		Once a week		Twice a month		Once a month		Less than once a month	
	No.	%	No.	%	No.	%	No.	%	No.	%
Crayons	167	39	117	27	74	17	52	12	16	3
Oil base clay	28	6	28	6	17	3	34	7	287	67

	More than once a month		Once a month		Twice a semester		Once a semester		Less than once a semester	
	No.	%	No.	%	No.	%	No.	%	No.	%
Paper cutting	157	36	129	30	82	19	39	9	19	4
Tempera	92	21	86	20	133	31	77	18	38	8
Finger painting	11	2	21	4	50	11	154	36	184	43
Water colors	36	8	86	20	112	26	64	14	115	26

	More than once a semester		Once a semester		Once a year		None this year		Have never	
	No.	%	No.	%	No.	%	No.	%	No.	%
Water base clay	26	6	107	25	158	37	78	18	52	12
Paper mache	27	6	71	16	138	32	130	30	58	13
Murals	62	14	114	26	107	25	100	23	40	9

Media used in murals activities:	Yes		No			Yes		No	
	No.	%	No.	%		No.	%	No.	%
Yarn and burlap	47	11	253	59	Cut paper	173	40	131	30
Tempera	218	51	90	21	Crayon	191	44	112	26
Chalk	83	19	217	50					

	Once a month or more		Twice a semester		Once a semester		Once a year		None this year	
	No.	%	No.	%	No.	%	No.	%	No.	%
Picture planning	278	65	82	19	28	6	16	3	20	4

Media used in picture planning activities:	Yes		No			Yes		No	
	No.	%	No.	%		No.	%	No.	%
Water colors	218	51	173	40	Charcoal	46	10	343	80
Tempera	262	61	138	32	Cut paper	328	76	71	16
Pencil	137	32	256	59	Torn paper	175	40	219	51
Crayon	383	89	20	4	Yarn	145	33	247	57
Chalk	149	34	245	57					

Number of children who visited the Art Museum or the Art Association Galleries:

Yes		No	
No.	%	No.	%
115	26	305	71

Discussion of artists and/or their works:

Yes		No	
No.	%	No.	%
271	63	144	33

Not all teachers responded to every question above; therefore, percents for each separate activity or media used will not in most cases total one hundred percent.

TABLE 32

RESPONSES OF REGULAR CLASSROOM TEACHERS IN TITLE I ELEMENTARY SCHOOLS CONCERNING ART INSTRUCTION AND EDUCATION

N = 120

Question	Number of Responses	Percent of Total
Have you had any contact this year with the Special Art Consultant provided by the Title I program?		
(a) Yes, as a consultant and/or demonstration teacher	16	13
(b) Yes, actually providing art instruction for pupils in my class	35	29
(c) Yes, both (a) and (b)	54	45
(d) No, not this year	15	12
Have you received additional materials for art instruction through the Title I program?		
(a) Yes, they have been very helpful	51	43
(b) Yes, but they have been of little help	7	5
(c) No	36	30
(d) Do not know	21	18
Left item blank	5	4
Has a pupil from your classroom been the recipient of one of the Title I art scholarships for Saturday art classes?		
(a) Yes	15	12
(b) No	103	85
Left item blank	2	2

What changes in the scholarship pupil have been apparent results of the Saturday art classes?		
(a) Increased interest in art activities	5	4
(b) Improved skill in art work	1	0
(c) Both (a) and (b)	7	5
(d) No apparent changes	4	3
(e) Decreased interest in art activities	0	0

TABLE 33

RESPONSES OF REGULAR CLASSROOM TEACHER IN TITLE I ELEMENTARY SCHOOLS CONCERNING THE VALUE TO CHILDREN OF TITLE I ART INSTRUCTION

N = 120

	Number of Teachers Selecting Each Response					
Area of Value	Much Value	Moderate Value	Little Value	No Value	Do Not Know	No Response To Item
Enabling you to provide your pupils with more creative experiences in the field of art	65	30	5	0	0	20
Enabling you to better develop your pupils' awareness of our cultural heritage	14	35	33	12	4	22
Enabling you to conduct art activities better suited to improving your pupils' self concepts	45	39	10	3	1	22
All responses combined (%)	35	29	13	4	1	18

TABLE 34

RESPONSES OF PRINCIPALS IN TITLE I ELEMENTARY SCHOOLS CONCERNING THE VALUE OR IMPROVEMENT OF THE TITLE I ART PROGRAM

N = 22

	Number of Principals Selecting Each Response					
Area of Value or Improvement	Much Value	Moderate Value	Little Value	No Value	My school did not participate in this program	Left Item Blank
Increasing the variety of art media used in the classroom	12	7	2	1	0	0
Increasing the number of different kinds of classroom art activities	10	10	1	1	0	0
Improving children's ability to express themselves in art	8	12	1	0	1	0
Improving the classroom teacher's competence in art instruction	8	11	2	0	0	1
Improvement resulting from additional art supplies provided	5	11	5	0	1	0
Improvement in skills and attitudes of recipients of art scholarships	4	9	9	0	0	0
All responses combined (%)	36	45	15	2	2	0

TABLE 35

ENROLLMENT IN ART SCHOLARSHIP PROGRAM UNDER TITLE I

Attendance Center	Number of Students Enrolled Public Elementary	Public Jr. High	Parochial	Total
Wichita Art Association				
First Semester	24	0	0	24
Second Semester	19	8	7	34
Wichita Art Museum				
First Semester	22	0	0	22
Second Semester	16	6	0	22
Total	81	14	7	102

A composite report was made by the three special art teachers. Materials or media used during the year included crayons, cut paper, water colors, tempera, clay, paper mache, burlap and yarn, plaster, chalk, tissue paper, charcoal, tile mosaic, and seed mosiac. Activities engaged in during the year were coloring, paper cutting, painting, drawing, pasting and molding.

The three special art teachers were of the opinion that regular classroom teachers had improved as a result of assistance provided by Title I. Also, they commented that children seemed to be less rigid, had a sense of security, and enjoyed creating things of their own.

Needs identified by the special art teachers were three in number. They felt that greater flexibility was needed to allow the disadvantaged child to improve his self-image. More effective means of displaying children's art work were needed. Thirdly, it was believed that the total art program should include more art appreciation, more art history, and more teacher conferences.

One of the objectives of the art instruction was to provide a better balanced program of art activities in the classroom. Title I art teachers and principals agreed that improvement was shown in the variety of art media used and the different kinds of activities performed by students. Table 31 illustrates the many types of activities that were pursued and the many types of media that were used. The second objective, to increase competence in art instruction of classroom teachers, was apparently met. Nineteen of twenty-two principals saw improvement in the teachers' competence.

The final objective was to increase children's ability to express themselves through art. Twenty of the twenty-two principals felt that this objective was met. Ninety-five of one hundred and twenty classroom teachers felt that students had been helped to become more creative. The scholarship art program was limited in its scope of coverage in that only one hundred and two students were enrolled throughout the school year; however, of the seventeen teachers who had students enrolled in the Saturday art classes, thirteen felt that the students had improved in skill or interest or both as a result of the class.

PHYSICAL EDUCATION/RECREATION

One of the objectives of the Title I project was to improve the physical health of children in economically impoverished areas. Closely related to improvement of physical health is the improvement of physical skills. It was felt that an increase in teaching services and additional expendable equipment and supplies were needed in the Title I elementary schools to help overcome health deficiencies in children.

OBJECTIVES

1. To improve the physical fitness of children.
2. To improve the attitudes of children toward physical education.
3. To improve the overall physical education program in Title I schools in a better balanced program of activities.
4. To improve the physical education teaching competence of classroom teachers.

PROCEDURES

Six physical education instructors were employed to provide services to the Title I elementary schools. The six instructors implemented a well-planned program of instruction in grades 3 - 6 on a scheduled school-to-school basis. Each school was visited by an instructor a minimum of once per week and in some cases every day. Classroom teachers worked along with the instructor in following the program of instruction. Activities taught included those designed to develop skills, rhythm, body control, endurance and strength.

Additional expendable equipment and supplies such as basketballs, volleyballs, soccerballs, footballs, softballs, tetherballs and jumping ropes were purchased for use in each elementary school. A total outlay of $2,400 was spent for additional equipment and supplies.

EVALUATION STRATEGY

Both test and non-test sources of data were used in the evaluation of the physical fitness services. The American Association for Health, Physical Education, and Recreation (AAHPER) Youth Fitness Test was administered in the fall and again in the spring to pupils in the twenty-four Title I elementary schools. Two third grade classes and four classes in each of grades 4-6 provided test results for evaluation purposes. The fourteen classes represented fourteen different Title I schools.

Non-test sources of evaluation data included anecdotal and other records and the professional opinions of the physical education teachers, principals, and regular classroom teachers. Questionnaires were developed and submitted in May to the six physical education teachers, the twenty-four elementary principals, and regular classroom teachers from grades one and five in twenty-one of the twenty-four schools and grade three in thirteen schools. The questionnaire to physical education teachers pertained to the Title I physical fitness program only. Certain questions in the questionnaire to principals and teachers pertained to the physical fitness program. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The AAHPER Youth Fitness Test is composed of a series of exercises including pull-ups, sit-ups, shuttle race, 50-yard dash, softball throw, standing broad jump and 600-yard run-walk. Modified pull-ups were substituted for pull-ups for girls. Tables 36 through 43 contain the means and standard deviations for both fall and spring performances on each exercise in the test for both boys and girls in grades three through six. National norms are available for the tests giving percentiles for each age group of boys and girls starting with age ten. Percentiles for the third, fourth, and fifth grades were based on age ten group, sixth grade on age eleven group. Pupils from at least one grade in each of the fourteen schools that participated are included. For the groups whose mean age appeared to be near enough to ten years the mean scores were converted to percentiles for a mythical pupil of the mean age for the group. The change in percentile rank for the mean scores converted in this way should give some idea of the portent of the groups' mean gain. In those exercises involving numbers or distances positive change represents improvement, while negative change represents improvement in those exercises measured in seconds. In most cases, improvement was shown in mean scores for each of the exercises.

Tables 40 and 41 include columns showing the differences in the fiftieth percentile points for 10 and 11 year olds for each exercise. Tables 42 and 43 show the differences for 11 and 12 year olds. These values should be an estimation of an "expected" amount of change for an "average" child in one full year at that age. Although too much importance should probably not be placed on these values, the values do give another indication of the meaning of the changes in mean scores. The pretest and posttest were administered at the beginning and end of the school year. Consequently, the observed gains represent only a seven or eight month period instead of a full year.

TABLE 36

RESULTS OF AAHPER YOUTH FITNESS TEST FOR THIRD GRADE GIRLS

N = 15

Mean Age = 7.93

Measure	Pretest	Posttest	Gain
Mod. Pull-ups (number)			
Mean	7.27	11.00	+3.73
SD	6.70	8.85	
Sit-ups (number)			
Mean	25.67	27.80	+2.13
SD	17.94	18.02	
Shuttle Race (seconds)			
Mean	13.41	11.93	-1.49
SD	1.62	1.09	
50-Yard Dash (seconds)			
Mean	10.67	9.57	-1.10
SD	1.39	1.06	
Softball Throw (feet)			
Mean	39.93	41.60	+1.67
SD	13.56	18.19	
Broad Jump (inches)			
Mean	44.37	49.43	+5.06
SD	6.53	8.42	
600-Yard Run-Walk (seconds)			
Mean	206.00	202.40	-3.60
SD	60.98	24.45	

TABLE 37

RESULTS OF AAHPER YOUTH FITNESS TEST FOR THIRD GRADE BOYS

N = 18 Mean Age = 8.56

Measure	Pretest	Posttest	Gain
Pull-ups (number)			
Mean	1.72	1.94	+ 0.22
SD	1.24	1.79	
Sit-ups (number)			
Mean	20.44	44.61	+27.17
SD	11.01	16.05	
Shuttle Race (seconds)			
Mean	12.20	11.49	- 0.71
SD	0.87	0.97	
50-Yard Dash (seconds)			
Mean	9.76	9.12	- 0.64
SD	1.08	0.78	
Softball Throw (feet)			
Mean	58.11	64.89	+ 6.78
SD	14.53	14.70	
Broad Jump (inches)			
Mean	47.53	56.25	+ 8.72
SD	13.04	6.27	
600-Yard Run-Walk (seconds)			
Mean	223.56	200.78	-22.78
SD	37.83	28.60	

TABLE 38

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FOURTH GRADE GIRLS

N = 26 Mean Age = 9.27

Measure	Pretest	Posttest	Gain
Mod. Pull-ups (number)			
Mean	22.96	28.62	+ 5.65
SD	23.99	20.14	
Sit-ups (number)			
Mean	25.23	32.96	+ 7.73
SD	15.26	15.76	
Percentile	37th	55th	+18
Shuttle Race (seconds)			
Mean	14.67	13.79	- 0.87
SD	1.48	2.26	
Percentile	4th	6th	+ 2
50-Yard Dash (seconds)			
Mean	8.93	8.90	- 0.03
SD	1.93	0.77	
Percentile	34th	35th	+ 1
Softball Throw (feet)			
Mean	44.46	45.46	+ 1.00
SD	7.47	10.02	
Percentile	34th	35th	+ 1
Broad Jump (inches)			
Mean	46.69	52.85	+ 6.16
SD	5.40	8.50	
Percentile	10th	35th	+25
600-Yard Run-Walk (seconds)			
Mean	217.46	196.92	-20.54
SD	53.02	32.97	
Percentile	7th	16th	+ 9

TABLE 39

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FOURTH GRADE BOYS

N = 27

Mean Age = 9.37

Measure	Pretest	Posttest	Gain
Pull-ups (number)			
Mean	2.11	2.67	+ 0.56
SD	2.57	3.01	
Percentile	45th	53rd	+ 8
Sit-ups (number)			
Mean	23.07	37.93	+14.85
SD	17.78	27.33	
Percentile	20th	46th	+26
Shuttle Race (seconds)			
Mean	12.34	11.54	- 0.80
SD	1.28	0.92	
Percentile	13th	39th	+26
50-Yard Dash (seconds			
Mean	9.35	8.71	- 0.64
SD	0.72	0.69	
Percentile	13th	30th	+17
Softball Throw (feet)			
Mean	74.63	84.22	+ 9.59
SD	22.80	15.73	
Percentile	17th	30th	+13
Broad Jump (inches)			
Mean	51.06	56.85	+ 5.80
SD	6.42	4.67	
Percentile	10th	27th	+17
600-Yard Run-Walk (seconds)			
Mean	215.07	191.70	-23.37
SD	38.62	48.58	
Percentile	5th	9th	+4

TABLE 40

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FIFTH GRADE GIRLS

N = 16 Mean Age = 10.12

Measure	Pretest	Posttest	Gain	Difference in National 50%ile Ranks of 10 and 11 Year Old Girls
Mod. Pull-ups (number)				
Mean	12.13	23.25	+11.13	
SD	8.18	8.38		
Sit-ups (number)				
Mean	27.88	35.06	+ 7.19	-1
SD	14.91	15.08		
Percentile	44th	57th	+13	
Shuttle Race (seconds)				
Mean	11.74	11.17	- 0.57	-.2
SD	0.82	0.68		
Percentile	57th	69th	+12	
50-Yard Dash (seconds)				
Mean	8.92	8.19	- 0.73	-.1
SD	0.55	0.62		
Percentile	35th	61st	+26	
Softball Throw (feet)				
Mean	52.13	63.00	+10.88	+9
SD	19.10	14.29		
Percentile	55th	73rd	+18	
Broad Jump (inches)				
Mean	54.34	56.41	+ 2.06	+3
SD	7.52	17.14		
Percentile	40th	50th	+10	
600-Yard Run-Walk (seconds)				
Mean	199.94	185.75	-14.19	+1
SD	63.46	15.72		
Percentile	16th	27th	+11	

TABLE 41

RESULTS OF AAHPER YOUTH FITNESS TEST FOR FIFTH GRADE BOYS

N = 22

Mean Age = 10.36

Measure	Pretest	Posttest	Gain	Difference in National 50%ile Ranks of 10 and 11 Year Old Boys
Pull-ups (number)				
Mean	2.45	3.18	+ 0.73	0
SD	2.59	3.45		
Percentile	47th	57th	+10	
Sit-ups (number)				
Mean	49.73	44.73	- 5.00	+5
SD	37.96	31.64		
Percentile	58th	53rd	- 5	
Shuttle Race (seconds)				
Mean	11.32	11.41	+ 0.10	-.1
SD	0.71	1.16		
Percentile	47th	45th	- 2	
50-Yard Dash (seconds)				
Mean	8.12	8.78	+ 0.65	-.2
SD	2.04	1.19		
Percentile	54th	26th	-28	
Softball Throw (feet)				
Mean	77.82	88.55	+10.73	+15
SD	29.05	23.56		
Percentile	19th	34th	+15	
Broad Jump (inches)				
Mean	55.48	59.86	+ 4.39	+2
SD	14.32	8.17		
Percentile	25th	34th	+ 9	
600-Yard Run-Walk (seconds)				
Mean	187.59	176.77	-10.82	-6
SD	71.52	52.30		
Percentile	10th	20th	+10	

TABLE 42

RESULTS OF AAHPER YOUTH FITNESS TEST FOR SIXTH GRADE GIRLS

N = 21 Mean Age = 10.81

Measure	Pretest	Posttest	Gain	Difference in National 50%ile Ranks of 11 and 12 Year Old Girls
Mod. Pull-ups (number)				
Mean	20.57	25.33	+ 4.76	
SD	16.85	12.65		
Sit-ups (number)				
Mean	27.14	35.67	+ 8.52	+2
SD	15.00	12.21		
Percentiles	41st	58th	+17	
Shuttle Race (seconds)				
Mean	11.44	12.26	+ 9.56	-.1
SD	1.01	1.77		
Percentiles	59th	26th	-33	
50-Yard Dash (seconds)				
Mean	9.24	8.19	- 1.06	-.2
SD	1.02	0.69		
Percentiles	15th	56th	+41	
Softball Throw (feet)				
Mean	56.29	67.14	+10.86	+5
SD	14.23	19.52		
Percentiles	43rd	66th	+23	
Broad Jump (inches)				
Mean	53.52	62.43	+ 8.90	+2
SD	7.25	6.80		
Percentiles	25th	65th	+40	
600-Yard Run-Walk (seconds)				
Mean	232.24	189.48	-42.76	0
SD	39.63	21.21		
Percentiles	6th	30th	+24	

TABLE 43

RESULTS OF AAHPER YOUTH FITNESS TEST
FOR SIXTH GRADE BOYS

N = 27

Mean Age = 11.19

Measure	Pretest	Posttest	Gain	Difference in National 50%ile Ranks of 11 and 12 Year Old Boys
Pull-ups (number)				
Mean	2.67	2.37	- 0.30	0
SD	2.87	3.20		
Percentile	51st	48th	- 3	
Sit-ups (number)				
Mean	43.30	50.63	+ 7.33	+4
SD	30.00	25.28		
Percentile	48th	58th	+10	
Shuttle Race (seconds)				
Mean	11.73	11.50	- 0.23	-.1
SD	1.47	1.15		
Percentile	26th	32nd	+ 6	
50-Yard Dash (seconds)				
Mean	8.41	8.40	- 0.01	-.2
SD	2.01	0.88		
Percentile	30th	30th	0	
Softball Throw (feet)				
Mean	108.78	106.63	- 2.15	+9
SD	27.79	24.00		
Percentile	69th	66th	- 3	
Broad Jump (inches)				
Mean	57.70	62.96	+ 5.26	+4
SD	12.49	5.61		
Percentile	25th	50th	+25	
600-Yard Run-Walk (seconds)				
Mean	184.07	172.67	-11.41	-6
SD	75.70	26.66		
Percentile	12th	17th	+ 5	

Four of the six physical education teachers returned completed questionnaires. Their responses regarding the ways their time was spent are shown in Table 44.

TABLE 44

RESPONSES OF PHYSICAL EDUCATION TEACHERS CONCERNING TIME SPENT IN THE TITLE I PHYSICAL FITNESS PROGRAM

N = 4

	75% or more	50-75%	25-50%	Less Than 25%	None
Instruction of class group with teacher observing or assisting	3	1			
Instruction of class group with teacher not present			1	3	
Instructing small groups or individual pupils				2	2
Assisting teacher in instructing pupils				2	2
Consulting with teachers about the P.E. program	1		1	2	
Consulting with teachers about pupils			1	1	2

The physical education teachers were asked to compare certain characteristics of pupils in Title I target area schools with those of pupils in non-Title I schools. Table 45 shows how the four respondents answered.

TABLE 45

RESPONSES OF PHYSICAL EDUCATION TEACHERS CONCERNING COMPARISON OF CHARACTERISTICS OF PUPILS IN TITLE I TARGET AREA SCHOOLS AND PUPILS WHO ARE NOT IN TITLE I SCHOOLS

N = 4

	Number of Teachers Selecting Each Response				
Characteristics	Above pupils outside the target areas	Same as pupils outside target areas	Below pupils outside target areas	Much below pupils outside target areas	Do not know
Health habits	2		1	1	
Posture		2	2		
Caring for equipment and materials		2	1	1	
Physical fitness	2	2			
Attitude toward participating in physical activities	2	1	1		
Skill in cooperative team efforts	1	1	1	1	
Skill in competitive activities	1	2		1	
Interest in cooperative team efforts	1	2		1	
Interest in competitive sports	1	2	1		

One of the questions asked the physical education teachers was as follows: "How would you rate the regular classroom teachers in the schools that you serve at the time you began working as a Title I physical education teacher?" Also, they were asked to provide a rating as of the time the questionnaire was completed. At the beginning, classroom teachers were rated as lacking in training, experience and interest to conduct a balanced physical education program. At the end of the school year the teachers were rated as having sufficient interest but still needing training and experience.

The physical education teachers were asked whether the schools they served had the needed facilities and equipment at the time they began working as Title I teachers and also at the time the questionnaire was completed. The schools were rated as having neither adequate facilities nor equipment at the beginning. As of the end of the school year, the schools were rated by one teacher as having adequate facilities but not adequate equipment. One teacher indicated adequate equipment but not adequate facilities. Two teachers rated their schools as having neither adequate facilities nor equipment.

One of the questions asked physical education teachers related to the value of the Title I physical education program to pupils and to the curriculum. Table 46 shows the responses of the four teachers who returned questionnaires.

TABLE 46

RESPONSES OF PHYSICAL EDUCATION TEACHERS CONCERNING THE VALUE OF THE TITLE I PHYSICAL EDUCATION PROGRAM

N = 4

	Number of Teachers Selecting Each Response				
Area of Improvement	Much Value	Moderate Value	Little Value	No Value	Do not Know
Improving physical skills of pupils	2	1	1		
Developing and implementing a program of activities in each classroom	2	2			
Correlating physical education, science, and health curriculum		2	1	1	
Improving health habits of pupils	1	2	1		
Improving pupils attitudes and self-concepts *	2		1		

* One teacher did not respond to question

Completed questionnaires were returned by twenty-two of the twenty-four principals. Principals were asked to rate the value of the Title I physical fitness program in four different areas. These areas and their ratings are shown in Table 47. It can be seen that more than sixty-five percent of the combined responses for all four areas place a medium or higher value on the area being rated.

TABLE 47

RESPONSES OF PRINCIPALS CONCERNING VALUE TO CHILDREN OF TITLE I PHYSICAL FITNESS PROGRAM

N = 22

Area of Improvement	Number of Principals Selecting Each Response									
	Much Value		Moderate Value		Little Value		No Value		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Improving children's physical fitness	10	45	7	31	3	13			2	9
Providing a better balanced program of activities	11	50	7	31	2	9			2	9
Improving the physical education teaching competence of classroom teachers	4	18	8	36	7	31	1	4	2	9
Additional physical education supplies and equipment	6	27	6	27	7	31	1	4	2	9

Regular classroom teachers were asked to respond concerning the kinds of assistance given by Title I physical education teachers and concerning the value of the assistance. One hundred twenty of the 151 teachers in the sample returned completed questionnaires. Tables 48 and 49 present the responses of the teachers.

TABLE 48

RESPONSES OF REGULAR CLASSROOM TEACHERS REGARDING ASSISTANCE RECEIVED FROM TITLE I PHYSICAL EDUCATION TEACHERS

N = 120

Has the Title I special physical education teacher assigned to your building worked with you and/or your pupils?

Responses	Number Giving Each Response
Yes, as a consultant	1
Yes, as a demonstration teacher or helping teacher	24
Yes, both as a consultant and teacher	28
Yes, teaching physical education for my classroom	49
No	15
Did not respond	3

TABLE 49

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING THE VALUE OF THE TITLE I PHYSICAL EDUCATION TEACHERS

N = 120

	Number of Teachers Selecting Each Response					
Area of Improvement	Much Value	Moderate Value	Little Value	No Value	Do Not Know	No Response
Improving physical fitness of pupils	48	36	13	1	3	19
Developing and implementing a balanced program of physical education activities	47	39	13	0	2	19
Assisting in correlating physical education, science, and health curriculum	15	41	24	14	8	18
Improving your competence in teaching physical education	26	31	21	16	7	19

COMMENTS ON RESULTS

Results of the AAHPER Youth Fitness Test indicate that progress was made in improving the physical fitness of pupils in Title I schools. Gains were shown in mean scores in about seven-eighths of the pretest-posttest comparisons.

Questionnaire responses of physical education teachers, classroom teachers, and principals indicate that progress was made toward objectives. Generally, the respondents believed that pupils' physical fitness, pupils' health habits, classroom physical education programs, and teacher competence improved as a result of Title I assistance. Classroom teachers utilized the services of the physical education teachers, and most principals observed a better balanced program of physical education activities. About half of the principals believed the additional supplies and equipment were of moderate or much value.

Overall, the test results and opinions of persons involved seem to indicate that the Title I physical education part of the Title I project was of significant value to Title I elementary schools.

DELINQUENT CHILDREN'S PROGRAM

The provisions of ESEA P.L. 89-10 Title I asamended by P.L. 89-750 included projects to meet the special educational needs of children living in institutions for delinquent children. The Department of Special Education of Wichita Public Schools operates education programs for residents at Lake Afton Boys' Ranch, a resident facility for school age boys, and Friendly Gables School for Girls, a resident facility for school age girls. The Juvenile Court administers both institutions and assigns juveniles to them. Representatives of these institutions identified needs and suggested activities to be included in this program. Primary needs identified were: (1) additional staff to emphasize specific curricular areas, (2) additional staff to reduce class size and/or give individual instruction, (3) improvement of attitudes and self-concepts, and (4) closer home-school-institution cooperation.

In order to help meet these needs, it was decided to employ a corrective reading teacher and a counselor to work half-time at each institution and a half-time business education teacher at Friendly Gables. These personnel were in addition to the educational programs already provided through the Department of Special Education which include two teachers at Friendly Gables and three teachers at Lake Afton.

OBJECTIVES

1. Establishment of meaningful home-school-institution contacts to facilitate pupils transferring from the institution to regular school.

2. Improvement of reading performance.
3. Maintain continuity of regular school courses -- specifically business education courses.
4. Improvement of educational and vocational aspirations of pupils through closer counselor contacts.

PROCEDURES

Enrollment at the two institutions was constantly changing. Some of the pupils were there for several weeks, months, or an entire semester or more, while others came in one day and were dismissed the next. Much of the efforts of the counselor and teachers were directed toward helping pupils make these changes with as little interruption as possible to the pupil's educational program.

Counseling

The counselor made an effort to reach each pupil as soon as possible after the pupil's arrival. It was not always possible to get acquainted with every pupil. The counseling program can best be described by listing some of the tasks that the counselor performed. The counselor assisted in filling out forms for placement centers, sent transcripts to several schools, wrote letters to superintendents of homes and private schools, assisted pupils in making out their social histories for church related and private schools and homes, administered personality inventories for these institutions, and compiled information on upward bound pupils. Most of the above tasks were completed in response to requests of probation officers. In addition, the counselor visited with probation officers, visited with school counselors (especially with the counselor in the receiving school if the pupil was changing schools), visited with the persons in charge of discipline problems in the schools, checked with school secretaries on the dates pupils actually returned to school after their stay in one of the institutions, attended some court hearings, accompanied or took some pupils to the receiving school, arranged pupil's schedule with the receiving school counselor, and on some occasions visited with teachers concerning specific problems of the pupil. As the regular school counselor was a liaison between the school and home, the counselor in the Delinquent Children's Program was more frequently a liaison person between the pupil and the probation officer. Occasionally the counselor had some communications with members of a pupil's family, but much more frequently the counselor's responsibilities centered around the pupil, his problems, and his present relationship with his probation officer and the courts.

Business Education

Courses in business education were provided at Friendly Gables both semesters. One teacher, afternoons only, provided instruction in business courses. In addition, the business teacher aided the other teachers at the institution in supervising art activities, physical education activities, and study hall. Due to the high pupil mobility the schedule was quite changeable. Generally, bookkeeping, general business, basic business math, salesmanship, and shorthand were taught from 1:00 to 1:30 p.m., and typing was taught in two sections 1:30 to 2:30 and 2:30 to 3:30 p.m. Two sections of typing were necessary since only eight typewriters were available. Instruction during the short period from

1:00 to 1:30 consisted largely of making assignments and answering pupils' questions. The number of pupils studying any one subject during this period was small. For instance, second semester thirty-four pupils were instructed in typing, five in business math, one in bookkeeping, two in salesmanship, one in shorthand, one in business. The number enrolled at any one time and the length of time each pupil was in the class varied widely.

Reading

A reading teacher was not obtained until the beginning of the second semester; so reading instruction was provided second semester only. The reading instruction was mainly corrective, although one class at each institution was made up of pupils whose test results indicated that they were reading on or near their present grade level. The teacher spent two days each week at Friendly Gables and three days at Lake Afton. The classes were organized in five one-hour periods. Pupils were tested upon entering the institution and grouped according to reading level. One of the five one-hour periods at each institution was used for giving individual instruction and testing new pupils. All pupils in the two institutions were enrolled in reading. A total of sixty-nine girls and one hundred forty-three boys were tested and instructed during the semester. The number in a class at any one time ranged from six to twelve. Various types of equipment and materials, such as SRA Reading Laboratories, EDL Controlled Reader, Flash X, workbooks, etc., were used. Speaking and listening skills were taught through oral reports. Books and some magazines were available to the pupils. The teacher encouraged pupils to do as much reading as possible.

EVALUATION STRATEGY

The Gray Oral Reading Test and the reading and spelling sections of the Wide Range Achievement Test were administered upon entering and, if possible, upon leaving to pupils in the reading classes. Pupils in the typing classes were given three-minute speed tests. Non-test sources of information included four case studies written by the counselor, individual pupil records kept by the teachers and counselor, and an "Information for Evaluation" form completed in May by the teachers and counselor. A copy of the form is presented in Appendix A.

PRESENTATION OF DATA

The following table shows the number of pupil participants in programs for delinquent children.

TABLE 50

PUPIL PARTICIPATION IN DELINQUENT PROGRAM

	Number of Admissions to Institutions Per Pupil					
Institution	Total Number of Admissions	One Time	Two Times	Three Times	Four Times	Total Unduplicated Count
Friendly Gables	156	109	19	3	0	131
Lake Afton Boys' Ranch	296	180	40	8	3	231
Combined Totals	452	289	59	11	3	362

TABLE 51

LENGTH OF COMMITMENT (SCHOOL DAYS) AT INSTITUTION OF CORRECTION FOR DELINQUENT CHILDREN

Length of Commitment (Days)	Number of Pupils in Each Category	
	Friendly Gables	Lake Afton
1-10	49	97
16-20	41	55
21-30	16	44
31-40	11	25
41-50	6	21
51-60	14	20
61-70	2	11
71-80	2	3
81-90	0	6
91-100	2	1
101-110	5	2
111-120	0	2
121-130	0	1
131-140	0	1
141-150	1	2
151-160	1	1
161-170	0	1
171-180	0	1
No Information Available	6	3
Total Admissions	156	296

From the above table it can be seen that approximately one-third of all admissions are for ten days or less. Two-thirds of all admissions are for thirty days or less.

Follow-up information: The disposition of pupils who were transferred out of Friendly Gables or Lake Afton Boys' Ranch is shown in Table 52.

TABLE 52

DISPOSITION OF CHILDREN TRANSFERRED OUT OF INSTITUTIONS FOR DELINQUENT CHILDREN

	Children in Each Category	
Disposition	Friendly Gables	Lake Afton
Reenter Wichita Public School	78	146
Withdrew or quit school	14	14
Girls Industrial School	10	
Boys Industrial School		10
Another school system in state		10
Reported out of state	10	8
Moved to another town in state	2	9
Hospital or illness	9	
Parochial School	1	3
Atchison Diagnostic Center		3
St. John's Military Academy		1
Boarding Home, Foster Home	1	2
Married	1	
Youthville	1	
Special School		1
Staying home	1	
Ran away	1	
Expelled		1
Death		1
Children's Home		1
Larned State Hospital		1
Total Number Transferred Out	129	211
No Information Available or Retained	27	85
Total Number of Admissions	156	296

Transfer and Reentry Information

One of the measures of the effectiveness of a correctional program is the smoothness with which a transition is made back to the pupil's own school. The longer it takes for a pupil to get back, the less likely he is to continue in school. Table 53 shows the number of school days that elapsed between the time a student left one of the institutions for delinquent children and the time he reentered his former school or another school. Weekends and holidays are not counted in these computations.

TABLE 53

NUMBER OF SCHOOL DAYS ELAPSING BETWEEN TRANSFER AND REENTRY FOR PUPILS ENROLLED IN INSTITUTIONS FOR DELINQUENT CHILDREN

Number of School Days Elapsed Between Transfer and Reentry	Number of Pupils in Each Category	
	Friendly Gables	Lake Afton
0	64	141
1	6	6
2	1	1
3	3	1
4	1	0
5	0	4
6-10	1	1
11-15	0	1
16-20	0	0
21-25	0	1
26-30	1	1
Over 31 or Date of Return Unknown	2	2
Total Number of Reentries	79	159

Approximately 90% of all students who are transferred back to their original school, or to another school, make the transition on the same day or on the next school day.

Recidivism Information

Recidivism information was available for the years 1965, 1966, and 1967 for Friendly Gables and for 1966 and 1967 for Lake Afton. Statistics were not available for the first part of 1968. Table 54 shows the enrollments, number of recommittals, and number of parole violators for each institution.

TABLE 54

RECIDIVISM INFORMATION FOR INSTITUTIONS FOR DELINQUENT CHILDREN

	1965	1966	1967
Friendly Gables			
Total enrollment	305	218	156
Number of recommittals	204	42	25
Number of probation violators	42	18	22
Lake Afton			
Total enrollment		256	296
Number of recommittals		34	65
Number of probation violators		16	51

Analysis of Reading Program for Delinquent Children

Information data sheets were returned for 66 girls and 138 boys. Available information concerning the reading program was gathered from these sheets. Table 55 shows the numbers of reading classes attended by these pupils.

TABLE 55

NUMBER OF READING CLASSES ATTENDED BY
PUPILS IN CORRECTIONAL INSTITUTIONS

Number of reading classes attended	Number of Pupils in Each Category Friendly Gables N = 66	 Lake Afton N = 138
None	0	41
1-4	24	18
5-8	22	10
9-12	8	24
13-16	3	13
17-20	8	6
21-24	0	4
25-28	0	5
27-32	1	8
33-36	0	1
37-40	0	4
41-44	0	4

The reading grade placement of students for whom data are available at the time of entry into one of the correctional institutions is reported in Table 56. Three kinds of reading tests were administered: Gray Oral Reading (GORT), Wide Range Achievement (WRAT) (Reading subtest), and the Silvaroli Reading Inventory.

TABLE 56

READING GRADE PLACEMENT OF PUPILS ENTERING A CORRECTIONAL SCHOOL FOR DELINQUENT CHILDREN

	Number of Pupils in Each Category							
	Friendly Gables				Lake Afton			
Placement	GORT N=33	WRAT N=19	Silvaroli N=8	Test Not Specified N=6	GORT N=67	WRAT N=62	Silvaroli N=7	Test Not Specified N=2
0.0- 0.9 (Primer)							1	1
1.0- 1.9	2	0	0	0	3	2	0	0
2.0- 2.9	0	3	2	1	8	2	2	0
3.0- 3.9	3	0	3	0	7	7	1	0
4.0- 4.9	4	4	1	1	11	7	1	0
5.0- 5.9	5	3	1	1	8	8	2	1
6.0- 6.9	8	1	1	0	6	13	0	0
7.0- 7.9	3	1	0	0	5	5	0	0
8.0- 8.9	4	4	0	2	8	6	0	0
9.0- 9.9	0	2	0	1	6	2	0	0
10.0-10.9	2	0	0	0	1	4	0	0
11.0-11.9	2	0	0	0	1	1	0	0
12.0-12.9	0	0	0	0	1	2	0	0
13.0-13.9	0	0	0	0	2	0	0	0
14.0-14.9	0	0	0	0	0	2	0	0
Reading Level Not Recorded	0	1	0	0	0	1	0	0
Mean Reading Grade Placement	6.4	6.1	4.0		6.1	6.7	3.4	
Grade Range	1-11	2-9	2-6		1-13	1-14	P-5	

This same group of pupils grouped by school grade placement is presented in Table 57.

TABLE 57

GRADE PLACEMENT OF PUPILS ENTERING A CORRECTIONAL SCHOOL FOR DELINQUENT CHILDREN

	Number of Pupils in Each Category	
Grade Placement	Friendly Gables N = 66	Lake Afton N = 138
3	0	1
4	0	2
5	0	4
6	0	7
7	6	18
8	18	40
9	16	42
10	19	23
11	6	0
12	0	0
Grade Placement omitted on form	1	1
Mean Grade Placement	9.0	8.2
Grade Range	7-11	3-10

The data concerning chronological age of children entering correctional school is shown in Table 58.

TABLE 58

CHRONOLOGICAL AGE OF PUPILS ENTERING
A CORRECTIONAL SCHOOL FOR DELINQUENT CHILDREN

	Number of Pupils in Each Category	
Chronological Age	Friendly Gables N = 66	Lake Afton N = 138
10		3
11		2
12	2	16
13	6	17
14	20	51
15	27	49
16	8	0
17	2	0
No Age Reported	1	0
Mean Chronological Age	14.6	13.9
Age Range	12-17	10-15

In summary, the typical delinquent girl appears to be in the ninth grade, fourteen and one-half years old and reading about three years below her grade level. The typical boy appears to be in the eighth grade, almost fourteen years old, and reading about two years below his grade level.

Improvement in Reading

It was not possible to accurately assess the effectiveness of the corrective reading program for delinquent children because only a very limited number of data sheets contained information related to a reading test given both at entrance and again upon dismissal. The shortness of enrollment in a delinquent institution is for many pupils a contributing factor to their not being administered the reading posttest.

Data sheets which showed both pretest and posttest results with the same test instrument were examined to see what improvement had been made. There were fourteen sheets available for girls enrolled at Friendly Gables. Five of these sheets showed reading grade placement gains of less than one grade, five showed gains of one year, and four showed gains of from one and one-half to four grades. Forty sheets were available for boys enrolled at Lake Afton; of these, six showed losses in reading grade placement of .1 to one grade level, seven showed no change, thirteen showed gains of .1 to one grade level, and fourteen showed gains ranging from 1.1 to three grade levels.

Typewriting

Classes in typewriting were conducted for girls at Friendly Gables. During second semester a total of thirty-four girls were enrolled in typing. A few of the girls had not had any typing experience while the remainder had been in typing in their former schools. Beginning and ending scores on three minute timed writings were reported in gross words per minute with no penalty for errors. The teacher felt this was necessary with emotionally disturbed pupils to help minimize frustrations. Typing classes were thirty minutes in length. Two sections were required since only eight typewriters were available. Table 59 presents data for girls with no prior typing experience. Table 60 presents data for those girls with prior experience.

TABLE 59

GROSS WORDS PER MINUTE GAIN ON THREE MINUTE SPEED WRITINGS FOR GIRLS WITH NO PRIOR TYPING EXPERIENCE

N = 9

Student	Length of Stay at Friendly Gables (school days)	Beginning Score	Ending Score	Gain + Loss -
A	90	0	35	+ 35
B	90	0	27	+ 27
C	82	0	19	+ 19
D	81	0	14	+ 14
E	6	0	0	0
F	5	0	0	0
G	3	0	0	0
H	1	0	0	0

The mean gain for those students who were in the class for nearly the whole semester was twenty-four gross words per minute.

TABLE 60

GROSS WORDS PER MINUTE GAIN ON THREE MINUTE TIMED WRITINGS FOR GIRLS WITH PRIOR TYPING EXPERIENCE

N = 25

Student	Length of Stay at Friendly Gables (school days)	Beginning Score	Ending Score	Gain + Loss -
I	90	25	60	+ 35
J	90	24	30	+ 6
K	90	40	45	+ 5
L	55	48	49	+ 1
M	55	16	21	+ 5
N	42	39	33	- 6
O	42	63	63	0
P	39	27	42	+ 15
Q	38	43	46	+ 3
R	28	40	38	- 2
S	25	13	32	+ 19
T	23	37	40	+ 3
U	23	42	45	+ 3
V	22	32	44	+ 12
W	18	40	44	+ 4
X	18	43	33	- 10
Y	15	59	59	0
Z	15	25	39	+ 14
AA	10	37	53	+ 16
AB	9	20	23	+ 3
AC	8	13	15	+ 2
AD	5	37	37	0
AE	3	38	44	+ 6
AF	1	22	22	0
AG	1	16	27	+ 11

The mean gain for students with prior typing experience was 5.8 gross words per minute. This is without regard to the time enrolled in the typing class. Gains ranged from a low of -10 words per minute to a high of +35 words per minute.

COMMENTS ON RESULTS

The first stated objective of the Delinquent Children's Program was the establishment of meaningful home-school-institution contacts to facilitate pupils transferring from the institution to regular school. By examination of Table 53, which is one indicator for this objective, it can be seen that about ninety percent of all pupils returning to school are able to complete the transfer by not later than the next day after release from Friendly Gables or Lake Afton.

A second objective, improvement of reading performance, is lacking in real proof of attainment. There are several factors which enter into this area, not only to make reading improvement goals difficult to obtain, but also to make assessment of gains difficult. So many students are enrolled in the correctional institutions too short a time to either evaluate them for reading placement or to evaluate them for possible reading gains. It was shown for the limited number of pupils who had reading data at both the beginning and end of their stays that the girls made gains in reading in every case, from slight gains to gains of four grade levels. The boys showed gains for thirty-four of forty for whom data were available.

Another objective was to maintain continuity of regular school courses, especially business education courses. Classes were provided in bookkeeping, general business, business mathematics, salesmanship, typewriting, and shorthand. Again, because of the high turnover rate among the children, assessment of gains was difficult to evaluate. Gains were shown in the timed typing tests. Business courses were provided so that this objective was met.

The last objective was to improve the educational and vocational aspirations of the pupils through closer counselor contacts. According to counselor reports, the major responsibility seemed to center around the pupil, his problems and his present relationship with his probation officer and the courts. Table 52 shows that only fourteen boys and fourteen girls were listed in the withdrawing or quitting school category. If the last objective had not been met, one could have expected the numbers in this category to have been much higher.

NEGLECTED CHILDREN'S PROGRAM

The provisions of ESEA P.L. 89-10 Title I as amended by P.L. 89-750 included projects to meet the special educational needs of children living in institutions for neglected children. There are four institutions of this type in or near Wichita. These are: Maude Carpenter Children's Home, Phyllis Wheatley Children's Home, Wichita Children's Home, and Booth Memorial Hospital. Maude Carpenter Children's Home and Phyllis Wheatley Children's Home are licensed private agencies participating with United Fund assistance. Wichita Children's Home is operated by the Sedgwick County Welfare Department. All three provide twenty-four-hour care for dependent and neglected children. Booth Memorial Hospital which maintains a home and hospital care for unwed mothers and infants is a private agency with United Fund assistance. A regular education program at Booth Memorial Hospital is administered through the Special Education Department of the Wichita Public Schools. This program consists of two teachers and generally tries to maintain as much as possible the girls' previous schedule of courses. School age children in the three children's homes attend Wichita Public Schools.

Representatives of the institutions in cooperation with the Department of Special Education and Pupil Service and Curriculum Divisions of the Wichita Public Schools have identified their most pressing educational needs. Primary needs identified were: (1) instructional assistance in small groups in specific subject areas, (2) opportunities for instruction and/or activities in the areas of music, arts and crafts, and physical education, and (3) counseling assistance to develop positive attitudes, improved self-concepts, and close home-school-institutional cooperation.

In order to help meet the needs, it was decided to include activities in corrective reading, counseling and guidance, physical education and recreation, business education, arts and crafts, and music.

OBJECTIVES

Children's Homes

1. To improve reading performance
2. To enrich specific areas of institutional living by providing activities in arts and crafts, music, and physical education.

Booth Memorial Hospital

1. To provide instruction in business education.
2. To improve institution-school-home cooperation so that pupils may continue their educational pursuits with a minimum of interruption.
3. To reduce the number of pupils who do not continue in school after the delivery of their babies.
4. To improve attendance of the non-resident pupils.

PROCEDURES

Activities, materials, and supportive services were provided at each of the institutions according to the need. Some were provided to only one institution, others to two or three or all four.

Reading Instruction

A reading teacher was provided at each of the children's homes two nights per week from six to eight p.m. The type of instruction varied from corrective to developmental to individual tutoring. Classes were organized according to grade and reading level into four thirty-minute classes at two of the homes and three forty-minute classes at the other. Most of the classes contained from five to eight pupils, but a few of the classes contained less than five. Some pupils attended one session per week and others two depending upon need and other activities such as ballet or work. Instruction was geared to the individual pupil. A wide variety of programmed materials, word games, and other reading materials were used. Some were purchased especially for this activity, and some were borrowed from the school. Reading or reading readiness instruction was provided for ninety-seven pupils from preschool to grade eleven.

Physical Education

Physical education teachers were provided for one two-hour session per week at each of the three children's homes. The activities were conducted in the evenings. At one home thirty-minute classes were organized in groups of eight to twelve pupils. At another, one hour classes were provided with eight pupils in one and nine in the other. Activities in these classes included soccer, basketball, shuffleboard, gym scooters, ping pong, dodgeball, tag games, tumbling, hand baseball, volleyball, softball, rhythm activities, folk dancing, four square, relays, rope jumping, circle games, and health education films. At the third home where thirty-five to forty-five pupils were in the home, activities were conducted both at the home and away. Most of the organized games at the home were centered around the smaller children. Older children were taken bowling, swimming, skating, to movies, to plays, and to car shows.

Arts and Crafts

Two of the children's homes were provided an art teacher and materials for arts and crafts activities one evening per week for two hours. At one home classes were thirty minutes long. Some pupils usually stayed to finish their work while the next group arrived and began. Sixty-seven children were in these classes one or more times with an average of thirty-five to forty children each evening. Forty-nine pupils attended twenty or more sessions. At the other home the art teacher worked with the children two at a time in order to more easily develop close personal contacts and build the pupils' self-confidence. Thirty-five children participated in this program during the year.

Music

A music teacher was provided for two hours each Saturday morning at one of the children's homes. The program was organized into twenty minute periods with kindergarten through fourth grade girls first period, kindergarten through fourth grade boys second period, fifth and sixth grade boys and girls third period, junior and senior high boys and girls fourth period, and special groups the last two periods. Percussion instruments such as tub drums, bongo drums, claves, maracas, sticks, finger cymbals, and tamborines and melody instruments such as piano, autoharp, resonator bells, guitars, bass ukeles, and melodicas were provided. The children were instructed in singing as well as both types of instruments, and accompaniment while singing. Some part of a period was often used for listening to music. Many visual aids were used. On special occasions all groups sang together. Programs were presented on holidays and at the home's annual banquet. Seventy-five children participated in the program.

Counseling

A full-time counselor was provided. She was scheduled two mornings per week at Booth Memorial and one day per week at each of the three children's homes. The other two afternoons were used to make calls, contacts, collect information, etc. At Booth the counselor served primarily by contacting central administration, local schools, parents, and agencies. She had approximately one hundred seventy direct contacts with about seventy pupils from Booth during the year. In their behalf approximately two hundred contacts were made with school counselors, registrars, administrators, or teachers. Fifteen contacts were made with social service or medical agencies and forty-five with parents. The counselor's relation with pupils from the children's homes was much the same as a regular school counselor. Being assigned directly to this group of children, however, gave more time for collecting information, special testing, and actually sitting down with social workers and supervisors at the home to discuss and to work out solutions to school related problems.

Business Education

The education program at Booth is designed to help girls continue as nearly as possible the schedule of courses that they were taking before entering the institution. Both girls living at home and girls in residence at Booth attend the classes. The courses were organized in thirty minute periods and a teacher would often be teaching more than one course during a period due to the wide variety of courses needed. Two teachers in the regular education program administered by the Special Education Department taught courses in English, history, geography, sociology, clothing, government, foods, psychology, Spanish, Latin, home and family, and child care. The Neglected Children's Program provided an additional teacher to teach typing, office clerical practice, business communications, introduction to business, shorthand, salesmanship, bookkeeping, business math, and basic math. Two typewriters purchased with Title I funds were used daily in and out of class by the girls in typing and other girls in the hospital.

EVALUATION STRATEGY

One reading teacher reported scores from the McCall-Crabbs Standard Test Lessons in Reading, while another reported results from the Silvaroli Classroom Reading Inventory. Five-minute time tests were given to girls in typing upon entering the classes at Booth and, if possible, upon leaving. Speed tests in shorthand for three-minute dictation periods were given to four girls taking shorthand. Non-test sources of information included anecdotal records and individual pupil records kept by the teachers and counselor. An "Information for Evaluation" form was completed in May by each of the teachers and the counselor. A copy of this form is included in Appendix A.

PRESENTATION OF DATA

Reading Improvement

Results of the McCall-Crabbs Standard Test Lessons in Reading given at Phyllis Wheatley Children's Home and the Silvaroli Classroom Reading Inventory given at the Wichita Children's Home are shown in Table 61 and 62 respectively. On the McCall-Crabbs children showed a mean gain of nine-tenths of a reading grade level. On the Silvaroli, approximately one reading grade level improvement was shown.

TABLE 61

READING IMPROVEMENT OF NEGLECTED CHILDREN AT PHYLLIS WHEATLEY CHILDREN'S HOME AS MEASURED BY THE MCCALL-CRABBS STANDARD TEST LESSONS IN READING

N = 18

Student	November Test Reading Grade	May Test Reading Grade	Gain
A	PP	1.6	1.6
B	1.9	2.1	.2
C	2.2	3.1	.9
D	2.1	2.4	.3
E	2.7	3.6	.9
F	2.5	3.2	.7
G	5.1	5.6	.5
H	4.2	5.3	1.1
I	4.2	4.7	.5
J	5.1	5.5	.2
K	4.6	5.4	.8
L	3.0	3.9	.9
M	4.4	5.1	.7
N	8.4	9.2	.8
O	4.8	7.0	2.2
P	4.7	6.8	2.1
Q	7.1	7.8	.7
R	8.1	8.7	.6
		Mean Gain	.9

TABLE 62

READING IMPROVEMENT OF NEGLECTED CHILDREN AT WICHITA CHILDREN'S HOME BY THE SILVAROLI CLASSROOM READING INVENTORY

N = 6

	October Test		May Test		Gains	
Student	Independent Reading Level	Instructional Reading Level	Independent Reading Level	Instructional Reading Level	Ind.	Inst.
A	Grade 1	Grade 2	Grade 2	Grade 3	1	1
B	Grade 1	Grade 2	Grade 2	Grade 4	1	2
C	Grade 3	Grade 4	Grade 4	Grade 5	1	1
D	Grade PP	Grade P	Grade L	Grade 2	1	2
E	Grade 2	Grade 3	Grade 3	Grade 4	1	1
F	Grade P	Grade 1	Grade 2	Grade 3	2	2

The small number of students for whom test scores were available in both October and May is a result of the high turnover rate of students placed in the Wichita Children's Home. Gains in independent and instructional reading grade levels are as expected, approximately one grade level improvement.

Business Education

Girls enrolled at Booth Memorial Hospital were encouraged to continue in typewriting or shorthand if they had been previously enrolled in these courses. Results of their beginning and ending test scores are shown in Tables 63 and 64. Progress shown in typewriting amounts to a gain of 5.1 gross words per minute. In shorthand the girls gained an average of fifteen words per minute on timed dictation.

TABLE 63

SCORES ON FIVE-MINUTE TIMED TEST FOR GIRLS ENROLLED IN TYPEWRITING AT BOOTH MEMORIAL HOSPITAL

N = 9

Student	Length of Time Between Tests (school days)	Beginning Test Scores*	Ending Test Scores*	Gain + Loss -
A	9	32/16	38/19	+ 6/+3
B	24	40/16	48/19	+ 8/+3
C	79	51/5	60/5	+ 9/0
D	20	58/5	73/3	+15/-2
E	20	38/0	40/0	+ 2/0
F	17	40/10	46/12	+ 6/+2
G	17	22/4	27/2	+ 5/-2
H	14	43/9	38/11	- 5/+2
I	14	41/8	41/4	0/-4
Mean gross words per minute		40.6	45.7	+ 5.1
Mean errors		8.1	8.3	+ .2

*Scores are read: Gross words per minute/total errors.

TABLE 64

SCORES ON THREE-MINUTE DICTATION TESTS FOR GIRLS ENROLLED IN SHORTHAND AT BOOTH MEMORIAL HOSPITAL

N = 4

Student	Length of Time Between Tests (school days)	Beginning Test Score	Ending Test Scores	Gain + Loss -
A	8	60	60	0
B	25	70	100	+ 30
C	31	60	80	+ 20
D	22	70	80	+ 10
E	Was Not Tested			
Mean words per minute		65	80	+ 15

Attendance

Attendance figures were available for girls who were enrolled at Booth Memorial Hospital for home school and for Booth. The total enrollment has been separated into six groups or categories. These figures are presented in Table 65.

TABLE 65

ATTENDANCE PERCENTAGES FOR HOME SCHOOL AND FOR BOOTH MEMORIAL HOSPITAL OF GIRLS ENROLLED DURING THE YEAR

Groups	Number	Percent of Attendance at Home School	Percent of Attendance at Booth
I. Girls who started at home school and finished at Booth	26	78	34
II. Girls who started at home school and graduated from Booth	7	88	95
III. Girls who started at home school, went to Booth, but dropped out when dismissed from Booth	18	64	33
IV. Girls who started at home school, went to Booth, and returned to home school	12	83	80
V. Girls who started at home school, went to Booth, returned to home school and graduated	15	86	80
VI. Miscellaneous group for which attendance figures were not available from home school	4		94

Attendance percentages for girls at Booth who graduate either from Booth or from the home school tend to remain relatively the same as the attendance was previously in the girl's home school. The same pattern exists for those girls who subsequently return to their home school. The girls who start in their home school and stay at Booth for the remainder of the year show a marked drop in attendance. There is also a marked deterioration in attendance of those girls who later drop out from Booth.

COMMENTS ON RESULTS

Two objectives were stated in regard to the Children's Homes, the first one being to improve reading performance. The data presented showed gains in reading grade levels of nine-tenths of a grade level for the children at Phyllis Wheatley and approximately one grade level for the children at the Wichita Children's Home. This objective was met. A second objective was to enrich specific areas of institutional living by providing activities in arts and crafts, music, and physical education. Through provision of physical education teachers for two hours per week at each home, provision of an art teacher for two hours per week and for needed art materials, and through provision for a music teacher two hours per week along with the necessary musical instruments, this objective was met.

In regard to the objectives for girls at Booth Memorial Hospital there was an availability of instruction in typewriting, shorthand, clerical practice, business communications, introduction to business, salesmanship, bookkeeping, and business mathematics. Such courses provided a continuity with the student's regular school program as well as the availability of instruction in English, history, geography, sociology, clothing, government, foods, psychology, Spanish, Latin, home and family living, and child care.

Another objective was to reduce the number of pupils who do not continue in school after the delivery of their babies. There were eighteen girls in this category, however, there is no basis for comparison with previous years. In most instances where a girl did drop out, the reason given was the unavailability of a babysitter.

KEYBOARD MUSIC INSTRUCTION

Using electronic keyboards in providing music experiences for third grade pupils in economically disadvantaged areas was a part of the Title I project. It was felt that the piano keyboard was the most appropriate device for use in teaching music fundamentals. Also, it was felt that pupils in Title I schools were most apt to be deprived of piano keyboard instruction because of their economic status. Although some pupils were included in all of the grades 3 - 6, third graders were given first priority for the music experience because of the desire to provide such experiences in the early school years and because most eight year old children are able to learn the basics of music.

OBJECTIVES

1. To enable children to become better acquainted with the tools and symbols of music.
2. To enable children to acquire the visual pattern of the keyboard needed for better understanding of the musical scale.
3. To improve melodic, rhythmic, harmonic, and other musical concepts.
4. To increase children's interest in music and the piano.
5. To increase children's playing ability.

PROCEDURES

All third grade and most of the fourth, fifth, and sixth grade children in eleven Title I public elementary schools and third grade children in one parochial elementary school received the instruction. Two vans, each with twenty-four electronic pianos with the necessary communication centers and wiring, were moved from school to school on a regular basis. Children moved from regular classrooms to the van on a scheduled basis. Instruction was provided by a special music teacher. The time allotted was thirty minutes per week for each group. Approximately twenty-four hundred children received instruction during the year. Of this number, about forty were parochial school children.

EVALUATION STRATEGY

The Wood-Boardman Test of Musical Discrimination for the Primary Grades was used as a measure of progress in musical discrimination and in the ability to identify the organization of musical sounds. A description of the test is presented in Appendix B. The test was administered during September to all the third grade children in the eleven Title I public elementary schools (experimental group) and to all the third grade children in five other Title I public elementary schools (control group). The test was readministered to both groups in May to obtain posttest data.

Non-test sources of evaluative data included telephone interviews of persons involved in the program and responses to questionnaire items. Questionnaires were developed and submitted in May to the principals of the twenty-four Title I elementary schools and to special music and regular third grade classroom teachers in each of the eleven schools that participated in the keyboard music instruction. Certain questions in the questionnaires pertained to the evaluation of the keyboard music instruction. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The Wood-Boardman Music Test, given to pupils in the mobile piano class (experimental) and to other third grade pupils who did not have the piano class experience (control groups), has six subtests. Subtest 1 measures the child's ability to make gross discriminations regarding rhythmic movement in terms of its overall organization. Subtest 2 measures the child's ability to make somewhat finer discriminations regarding rhythmic movements. Subtest 3 of the test deals with the child's ability to recognize the organization of beats or pulses into accent groupings of two or three. The child's ability to make gross discrimination regarding melodic movement is measured by Subtest 4, and his ability to make a somewhat finer discrimination regarding melodic contour is measured by Subtest 5. Subtest 6 was designed to measure a child's ability to discriminate concerning the formal organization of music. A seventh subtest was constructed for purposes of this experiment to measure the pupils' knowledge of musical symbols that children in the third grade should know, or of which they are aware.

TABLE 66

WOOD-BOARDMAN TEST OF MUSICAL DISCRIMINATION
PRETEST AND POSTTEST RESULTS FOR EXPERIMENTAL AND CONTROL GROUPS

			Pretest		Posttest		Mean
Subtest	Group	N	Mean	SD	Mean	SD	Gain
1	Exp	692	3.28	1.37	4.33	1.36	1.05
	Cont	156	3.10	1.36	3.60	1.51	.50
2	Exp	692	3.60	1.25	4.30	1.19	.70
	Cont	156	3.81	1.25	4.30	1.20	.49
3	Exp	692	2.73	1.26	3.03	1.44	.30
	Cont	156	2.50	1.13	2.65	1.28	.15
4	Exp	692	3.54	1.73	4.48	1.52	.94
	Cont	156	4.14	1.60	4.79	1.44	.65
5	Exp	692	6.50	1.77	6.71	1.87	.21
	Cont	156	6.44	1.83	6.70	1.95	.26
6	Exp	692	3.93	1.41	4.30	1.60	.37
	Cont	156	4.04	1.51	4.63	1.33	.59
7	Exp	692	10.90	2.05	12.72	2.21	1.82
	Cont	156	10.72	2.14	11.82	2.59	1.10
Total Test	Exp	692	34.42	4.71	39.80	5.56	5.38
	Cont	156	34.54	5.41	38.48	5.12	3.94

Table 66 gives the unadjusted means and standard deviations of the raw scores on each subtest for both the experimental and control groups. The experimental group made larger gains in all areas except Subtests 5 and 6. The posttest scores were subjected to an analysis of covariance using the pretest scores as the control variable. The results in Table 67 show that the experimental group did significantly better ($P < .01$) on Subtests 1, 3, 7, and Total Test. The gains on Subtests 2 and 4, while not significant, were slightly in favor of the experimental group.

TABLE 67

WOOD-BOARDMAN TEST OF MUSICAL DISCRIMINATION RESULTS OF EXPERIMENTAL AND CONTROL GROUP COMPARISONS BY ANALYSIS OF COVARIANCE

Subtest	Source of Variation	df	Adjusted Sums of Squares	Adjusted Mean Square	F	Critical Value of F at .01 level
1	Between Groups	1	64.65	64.65	33.65	6.68
	Within Groups	845	1623.23	1.921		
2	Between Groups	1	.03	.03	.02	6.68
	Within Groups	845	1202.68	1.423		
3	Between Groups	1	18.58	18.58	9.33	6.68
	Within Groups	845	1682.87	1.992		
4	Between Groups	1	.75	.75	.408	6.68
	Within Groups	845	1552.48	1.837		
5	Between Groups	1	.01	.01	.003	6.68
	Within Groups	845	3021.35	3.576		
6	Between Groups	1	11.83	11.83	5.05	6.68
	Within Groups	845	1979.99	2.343		
7	Between Groups	1	102.27	102.27	19.54	6.68
	Within Groups	845	4422.37	5.234		
Total Test	Between Groups	1	238.99	238.99	9.29	6.68
	Within Groups	845	21,745.77	25.735		

Twenty-two elementary principals responded to items concerning areas of improvement in music. Their responses are presented in Table 68. While a majority of principals reported their schools did not participate or they did not respond to the question, the remainder was strongly in favor of the program with only six percent seeing little value in keyboard music instruction. In Table 69 the results of questions asked of special music and regular third grade teachers are shown. Sixty-four percent of this group felt that keyboard music instruction was of moderate or greater value while nine percent saw little or no value in the instruction.

TABLE 68

RESPONSES OF ELEMENTARY PRINCIPALS IN TITLE I SCHOOLS CONCERNING THE VALUE OF KEYBOARD MUSIC INSTRUCTION

N = 22

	Number of Principals Selecting Each Response					
Area of Improvement	Much Value	Moderate Value	Little Value	No Value	Did Not Participate	Item Left Blank
Making children acquainted with tools and symbols of music	7	2	1	0	9	3
Improving children's musical skills	5	3	2	0	9	3
Increasing children's interest in music	5	4	1	0	9	3
All responses combined (%)	26	13	6	0	41	14

TABLE 69

RESPONSES OF SPECIAL MUSIC TEACHERS AND REGULAR 3RD GRADE TEACHERS CONCERNING THE VALUE OF KEYBOARD MUSIC INSTRUCTION

N = 35

	Number of Teachers Selecting Each Response					
Area of Value	Much Value	Moderate Value	Little Value	No Value	Do Not Know	Item Left Blank
Has the use of the mobile van:						
Enabled pupils to become better acquainted with the tools and symbols of music	12	16	1	0	6	
Improved pupils' fundamental musical skills of rhythm, melody, pitch, and harmony	11	17	1	0	6	
Increased the number of pupils that begin instrumental music instruction either in school or privately	2	7	3	4	18	1
Increased pupils' interest in music and the piano	10	15	2	1	7	
All responses combined (%)	25	39	5	4	26	1

No attempt was made to differentiate responses in Table 69 by type of teacher. This table includes thirteen regular classroom teachers who teach their own music, thirteen regular classroom teachers who have a special teacher for music, eight special music teachers and one teacher who did not designate her teaching assignment.

Only three teachers indicated that more than half of their students had access to a piano at home, school, church or other place. Twenty-seven teachers said that less than half had access to a piano.

Student reaction to keyboard music instruction in the mobile van was listed as "very much enthusiasm," by twenty-one teachers; "moderate enthusiasm," by eleven teachers; and "indifferent," by one teacher. Two teachers made no comment.

Some paraphrased excerpts from the comments of teachers are as follows:

Difficult to arrange a schedule
Parents should hear children play
Students love keyboard music instruction
Very beneficial
Very good, please continue the program
Children appreciate piano more
Need more time for coordination between keyboard and regular classes
Important part of the total school program
Need more follow-through (student to take more than one year)
Continue program into upper grades

COMMENTS ON RESULTS

Objective data is not as strongly in favor of the experimental group in keyboard music instruction as measured by the Wood-Boardman Test as might have been desired. However, the test taken as a whole is significantly in favor of the experimental group.

Both principals and teachers indicated by their responses to questionnaire items that they felt the instruction was beneficial to children in the improvement of interest and achievement. Ratings and comments were largely favorable.

INDUSTRIAL ARTS

Industrial arts classes in metals and woodworking for fathers and sons were included in the Title I project as an extension of the regular industrial arts program in junior high schools. By scheduling the classes during the evenings and Saturday mornings, leisure time of pupils was used constructively, and it became possible to organize with a father-son format.

OBJECTIVES

1. To develop familiarity with tools and equipment used in woodworking and metals.
2. To instill interest in seeing projects through to completion.
3. To develop skills and attitudes which lead to more effective uses of leisure time.
4. To strengthen father-son relationships by cooperative endeavors in project work.

PROCEDURES

The program was located in industrial arts classrooms in four Title I junior high schools. Twenty-eight sessions of two hours each were scheduled in woodworking and metals each semester during the year with meetings on Tuesday and Thursday evenings. Twenty-eight sessions of three hours each for different pupils were scheduled in woodworking and metals during the year with meetings on Saturday mornings.

Boys in grades 7, 8, and 9 (and their fathers) who resided in the low-income target areas were eligible for enrollment. Instruction in woodworking and metals was provided by regular industrial arts teachers. Much of the class time was spent in working on projects of the pupils' own choosing. The classes were available to parochial school pupils as well as pupils of the public junior high schools.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluative data included records maintained by the teachers, a rating scale checked by the teacher, and questionnaires submitted to teachers and principals in May. The questionnaire to teachers pertained to the industrial arts classes only. Certain questions in the questionnaire to principals pertained to the classes. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The results of questionnaires returned by junior high Title I industrial arts teachers and principals are shown in the following Tables 70, 71, 72, and tabular lists.

The four principals indicated by their responses that they see, for the most part, moderate or greater value in the industrial arts classes. They are somewhat divided in their opinion concerning the value of the classes in improving parents' attitudes. More parental involvement in the classes might have a more positive effect on this item.

TABLE 70

RESPONSES BY JUNIOR HIGH PRINCIPALS CONCERNING THE VALUE OF TITLE I INDUSTRIAL ARTS CLASSES IN BASIC METALS AND WOODWORK

N = 4

Area of Improvement	Number of Principals Selecting Each Response Much Value	 Moderate Value	 Little Value	 No Value	 Do not Know
Providing boys and/or their fathers an opportunity to construct useful and creative personal articles that can be used in the home					
a. Basic Metals	1	3	0	0	0
b. Woodwork	2	2	0	0	0
Improving the attitudes of pupils toward school and its value					
a. Basic Metals	1	2	1	0	0
b. Woodwork	1	3	0	0	0
Improving the attitudes of parents toward school and its value					
a. Basic Metals	1	1	2	0	0
b. Woodwork	1	2	1	0	0
All responses combined (%)	29	54	17	0	0

An industrial arts rating scale was presented to each teacher at the end of first semester and again at the end of second semester. The teachers were asked to evaluate each of the students enrolled in the Title I industrial Arts program. However, because of lack of clarification of the purpose of the second scale, returns were too incomplete to use. The following data were prepared from the returns of one semester in each class of woodworking and metals.

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TABLE 71

RESPONSES OF TEACHERS OF TITLE I INDUSTRIAL ARTS WOODWORKING AND BASIC METALS CLASSES CONCERNING IMPROVEMENT OF STUDENTS ENROLLED

Area of Improvement	Woodwork N = 89	Metals N = 81
Father attends class	7	5
Father does not attend class	75	75
Item left blank	7	1
Skill in working with woods, metals		
Improved	65	80
Not improved	17	1
Item left blank	7	0
Skill in working with hand tools		
Improved	62	79
Not improved	20	2
Item left blank	7	0
Skill in working with power tools		
Improved	56	71
Not improved	24	10
Item left blank	9	0
Industry or work tempo		
Improved	59	75
Not improved	22	6
Item left blank	8	0
Attitude toward school and its value		
Improved	56	77
Not improved	22	4
Item left blank	11	0
Total of all items above combined (%)		
Improved	67	94
Not improved	24	6
Item left blank	9	0

As shown in Table 71 the industrial arts teachers found improvements in all areas of skills and attitudes with improvements in the basic metals classes being considerably greater than in the woodworking classes. In Table 72, nearly three-fourths of the teachers indicated there was medium or greater value in the industrial arts classes. One-fourth rated the classes of little value.

TABLE 72

RESPONSES BY TITLE I INDUSTRIAL ARTS TEACHERS IN JUNIOR HIGH SCHOOLS CONCERNING THE VALUE OF TITLE I INDUSTRIAL ARTS CLASSES

N = 10*

Area of Improvement	Number of Teachers Selecting Each Response									
	Much Value		Medium Value		Little Value		No Value		No Opinion	
	No.	%	No.	%	No.	%	No.	%	No.	%
How much value has the class been in increasing the students' skills?	7	70	1	10	2	20	0	0	0	0
How much value has the class been in increasing the students' knowledge?	3	30	4	40	2	20	1	10	0	0
How much value has the class been in improving the students' attitudes?	3	30	3	30	4	40	0	0	0	0
How much value has the class been in improving the students' work habits?	4	40	3	30	2	20	1	10	0	0
All responses combined (%)		42		27		25		5		

*Note: Two teachers did not respond to this questionnaire.

The following types and numbers of projects were reported to have been completed:

Serving tray	45
Tool box	39
Memo pad holder	37
Knife or scissor holder	37
Candle holder	34
Table (end, coffee, night)	32
Tie holder	31
Cookie sheet	25
Wall shelf	23
Spatula	21
Lamp	21
Dust pan	20
Letter holder	20
Sleigh	20
Sleeve ironing board	19
Cutting board	19
Puzzle board	18
Ash tray	17
Book ends	16
Hammer	15
Spice rack	14
Magazine rack	14
Wall plaque	13
Yard marker	11
Step stool	10
Wall planter	9
Book shelf	8
Trash can	8
Chalk board	5
Napkin holder	4
Pet cage	4
Desk-bookcase comb.	4
Bicycle stand	3
Desk organizer	3
Record holder	3
Screwdriver	3
Bird feeder	3
Yard light	2
Flower pot	2
Cedar chest	2
Gun cabinet	2
Chest-of-drawers	2
Charcoal bucket	2
Beverage counter	2
Bowl	1
Kitchen cabinet	1
Record player-TV cabinet	1
7-drawer desk	1
Sewing machine cabinet	1
Chisel	1
Salt & pepper shakers	1
Vise	1

Other areas sampled on the industrial arts teacher questionnaire do not lend themselves to tabulation; however, the following statements are made:

Concerning participation of fathers of students--
- Seven teachers had no fathers enrolled
- One teacher had from one to five fathers attending irregularly
- Two teachers had from one to five fathers attending regularly

Concerning representativeness of those students in the area who needed this type of class--
- Nine teachers felt that the students were representative of those who need this type of class
- One teacher felt the students were not representative of those who need this type of class

Concerning attendance--
- One teacher felt attendance was a problem for most students
- Three teachers felt attendance was a problem for some students
- Six teachers felt there was no attendance problem

Concerning reasons for poor attendance--
- Two teachers felt the students lacked interest
- One teacher felt the class meeting time was inappropriate or inconvenient
- Two teachers felt that a combination of factors contributed to poor attendance

Concerning the rating of student performance--
- Eight teachers felt they could rate student performance accurately on forms provided
- One teacher felt he could not rate students accurately
- One teacher did not respond to this item

Concerning the overall effectiveness of the Title I industrial arts classes--
- Five teachers felt they were "highly successful"
- Three teachers felt they were of "medium success"
- One teacher felt they were of "little success"
- One teacher felt they were of "no success"

Subjective comments made by some of the ten industrial arts teachers are presented:

"do away with Saturday classes"
"expedite delivery of supplies"
"need parent participation"
"have money for supplies go to building principal"
"orders go through too many people before supplies are even ordered"

COMMENTS ON RESULTS

A large number of projects were reported to have been completed by participants in the woodworking and basic metals classes. The variety and scope of many of these projects indicates an ability on the part of some students to tackle advanced projects.

It was the opinion of both teachers and principals that the classes have been of positive value. More parental participation would have been desirable and would have added to the class value as far as improving parental attitudes were concerned and in the strengthening of father-son relationships, one of the stated objectives.

CLOTHING AND PERSONAL GROOMING

Homemaking classes in clothing and personal grooming for mothers and daughters were included in the Title I Project as an extension of the regular homemaking program in junior high schools. Classes were scheduled in the evenings with the hope of using the pupils' leisure time constructively and increasing the possibility of organizing with a mother-daughter format.

OBJECTIVES

1. To improve the pupil's personal grooming habits and skills.
2. To develop skills in caring for and operating sewing machines.
3. To develop skills in reading and following instructions of a commercial pattern.
4. To develop skills in the basic techniques of clothing construction.
5. To develop skills in consumer ability as related to quality and price.

PROCEDURES

Evening classes were organized in each of five junior high schools with two teachers at each school. Each class met two evenings per week. Pupils were instructed in purchasing fabrics, patterns, and accessories, in basic sewing techniques, in constructing articles of clothing, and in personal grooming skills. Girls were selected on the basis of interest and need. Mothers were encouraged to enroll with their daughters.

Enrollment was open to non-public school pupils. One hundred sixty girls and mothers were enrolled in the classes first semester. Attendance became increasingly poorer, however, and by the end of the semester it was decided to discontinue the classes in four of the five schools. The eighty-eight best attenders in the four schools where classes were not continued attended an average of sixteen of the twenty-eight sessions. The twenty-seven best attenders in the school where classes were continued had attended an average of twenty-three sessions each.

EVALUATION STRATEGY

No standardized tests were used for the evaluation of this part of the Title I project. Non-test sources of evaluative data included attendance records and anecdotal records kept by the teachers. A rating scale developed last year for Title I clothing classes was revised to include some items regarding personal grooming. Teachers rated each pupil on the scale at the end of each semester. A questionnaire regarding the Clothing and Personal Grooming classes was sent to the teachers in May. Certain questions in the questionnaire to junior high school principals pertained to the Clothing and Personal Grooming classes. Copies of the questionnaires and rating scale are included in Appendix A.

PRESENTATION OF DATA

The following tables and statements present evaluative information from responses of teachers and principals and from the clothing rating scale. Table 73 shows the various types of projects that were considered in the class. Five of these projects were completed by a majority of the students, two by approximately half of the girls, and five projects were completed by no one. Table 74 shows the types of skills learned in a clothing class and the degree to which class participants were able to perform the skill as judged by the teacher.

TABLE 73

STUDENTS' PERFORMANCE AS SHOWN ON TITLE I HOMEMAKING (CLOTHING) RATING SCALE (FOR ONE CLASS CONTINUED SECOND SEMESTER)

N = 21

	Number of Students Completing Project		
Project Completion	Yes	No	Item Left Blank
1. Fitted and altered a pattern	19	1	1
2. Selected fabric and findings for a garment	20	0	1
3. Cut out and marked a garment	20	0	1
4. Satisfactorily constructed a garment	13	7	1
5. Altered or renovated clothing article	0	20	1
6. Completed article of table or other household linens	0	20	1
7. Applied a zipper	13	7	1
8. Knitted, crocheted, or embroidered an article	0	20	1
9. Removed soiled spots from clothing	0	20	1
10. Organized and rearranged closet or clothing storage at home	0	20	1
11. Took inventory of clothing on hand and evaluated as to additional needs	1	19	1
12. Changed needle, oiled and cleaned sewing machine	4	16	1
13. Successfully accessorized a garment	8	12	1
14. Willingly participated in an exhibit of finished garment by individually modeling it	9	11	1

TABLE 74

STUDENTS' SKILLS AS SHOWN ON TITLE I HOMEMAKING (CLOTHING) RATING SCALE (FOR ONE CLASS CONTINUED SECOND SEMESTER)

N = 21	Number of Students Receiving Each Rating			
Description of Skill	Able to perform with help of adult	Performs with some skill with direction	Performs skillfully and independently	Item left blank
1. Fitting pattern to body measurements	12	6	3	0
2. Marking and stitching techniques				
a. Darts	8	7	6	0
b. Straight stitching	8	7	6	0
c. Recognizing correct stitch	8	7	6	0
d. Machine basting	8	7	6	0
e. Gathering by machine	4	7	6	4
f. Hemming	8	7	6	0
g. Trimming seams	7	7	6	1
h. Putting in a zipper	5	3	6	7
i. Sewing on buttons, snaps, hooks, eyes	7	6	6	2
j. Fastening stitching at ends of seams	8	7	6	0
3. Crafts				
a. Knitting	0	0	0	21
b. Embroidery	0	0	0	21
c. Crochet	0	0	0	21
4. Correct pressing as garment is being constructed, altered, or renovated	8	7	6	0
5. Care of garments and linens	1	2	3	15
6. Recognition of quality and price	4	6	2	9
7. Caring for sewing machine	8			
a. Opening and closing machine correctly		8	2	3
b. Oiling and cleaning machine	5	6	0	10
c. Changing needle when needed	5	5	0	11
8. Planning accessories for a garment	1	2	7	11
9. Modeling finished garment	1	4	6	10

TABLE 75

RESPONSES OF PRINCIPALS OF TITLE I JUNIOR HIGH SCHOOLS CONCERNING THE SUCCESS OF TITLE I CLOTHING AND PERSONAL GROOMING CLASSES

N = 7

	Number of Principals Selecting Each Response				
Questionnaire Item	No Program	Highly Successful	Medium Success	Little Success	No Success
Please give your opinion of the overall effectiveness of the Title I Clothing and Personal Grooming classes in your school First Semester, 1967-68	2	1	1	3	0
Please give your opinion of the overall effectiveness of the Title I Clothing and Personal Grooming classes in your school. Second Semester, 1967-68	5	1	0	0	1*

*Note: Since only one school continued classes second semester, this response should not have been marked.

TABLE 76

RESPONSES OF TEACHERS IN JUNIOR HIGH TITLE I CLOTHING AND PERSONAL GROOMING CONCERNING THE SUCCESS OF THE CLASSES

N = 7

	Number of Teachers Who Selected Each Response				
Questionnaire Item	No Program	Highly Successful	Medium Success	Little Success	No Success
Please give your opinion of the overall effectiveness of the Title I Clothing and Personal Grooming classes in your school. First Semester, 1967-68	0	2	4	1	0
Please give your opinion of the overall effectiveness of the Title I Clothing and Personal Grooming classes in your school. Second Semester, 1967-68*	4	2	0	0	0

*Note: One teacher did not respond.

Tables 75 and 76 show the responses of principals and teachers to the overall effectiveness of the Title I Clothing and Personal Grooming classes by semesters. During first semester the classes were judged by principals to be highly successful in one instance, of medium success in one instance, and of little success in three instances. Teachers were not quite as critical with two seeing the class as highly successful, four as medium successful and one as little success. The one class continued through second semester was judged as highly successful.

TABLE 77

RESPONSES OF TEACHERS IN JUNIOR HIGH TITLE I CLOTHING AND PERSONAL GROOMING CONCERNING THE VALUE OF THE CLASSES

N = 7

	Number of Teachers Selecting Each Response				
Questionnaire Item	Much Value	Medium Value	Little Value	No Value	No Opinion
How much value have the classes been in improving students' skills in caring for and operating a sewing machine	2	4	0	0	1
How much value have the classes been in improving the students' abilities to read and follow instructions of a commercial pattern	2	2	2	0	1
How much value have the classes been in improving the students' skills in the basic techniques of clothing construction	4	2	0	0	1
How much value have the classes been in improving the students' skills in consumer ability related to quality and price of clothing	0	4	0	1	2
How much value have the classes been in improving the students' personal grooming	0	2	3	1	1
All responses combined (%)	23	40	14	6	17

Teachers responding to questions of value of the classes gave a combined percent of response of sixty-three percent for much or medium value. Only six percent saw no value in these classes. These results are shown in Table 77. The remainder of the items on the questionnaire did not lend themselves to convenient tabulation. The following items represent a paraphrased report:

Concerning participation of mothers in the classes--
- Three teachers had 1-5 mothers attending regularly
- One teacher had over five mothers attending irregularly
- Three teachers had more than five mothers attending regularly

Concerning members of the class being representative of those in the area who were most in need of the class--
- Five teachers felt they were in need
- Two teachers felt they were not in need

Concerning attendance--
- Five teachers found attendance a problem
- Two teachers found attendance no problem

Concerning reasons for poor attendance--
- One teacher said that class activities were not appropriate to students' needs
- Two teachers felt that transportation was not available
- Two teachers felt that poor attendance was caused by a combination of factors

Concerning adequacy of rating students' performance--
- One teacher felt she could adequately rate student performance
- Six teachers did not feel they could rate student performance adequately

COMMENTS ON RESULTS

For the one class in Clothing and Personal Grooming that was continued second semester the objectives were mostly met in that both principals and teachers gave the class a high rating. Poor attendance seemed to be the critical factor in accounting for the lack of success of most of the first semester classes.

LIBRARY SERVICES

In recognition of the important position of the library in the school program, particularly in the teaching of reading, library services were expanded as a component of the Title I project. Assistance to the twenty-four Title I elementary schools was furnished in the form of additional librarians and library aides.

OBJECTIVES

1. To meet library needs of individual pupils.
2. To encourage maximum use of instructional materials by teachers and pupils.
3. To provide for greater flexibility in library scheduling.
4. To increase the use of librarians as resource personnel for teachers.

PROCEDURES

Six librarians and six library aides were employed to provide additional library service to Title I schools. Two of the six librarians were employed three days per week, and four were employed five days per week. The six library aides were employed full-time. In addition to the six librarians and six aides provided for Title I elementary schools, two librarians and one aide were employed using Title I funds to serve at two library demonstration centers. This report does not include an evaluation of their services.

The services of the six librarians and six aides serving Title I elementary schools were spread over the twenty-four schools. Most of the twenty-four schools received additional services of a librarian and an aide for one more day per week than could have been provided without the additional staff. A few schools received two additional days of service. The additional services were provided by adding the equivalent number of positions (5.2 librarians and six aides) to the total number of positions allotted to the twenty-four schools. Additional service to corrective reading pupils and their teachers, as well as additional service to pupils and teachers other than corrective reading, was provided. The aides assisted the librarians in processing, shelving, materials preparation, card filing and in performing other tasks assigned by the librarians.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. It was assumed that changes in the scores of pupils on standardized achievement tests, given to evaluate reading progress, would assist in evaluating this activity. Non-test sources of evaluative data included records and professional opinions of librarians, principals, and regular classroom teachers.

Questionnaires were developed and submitted in May to Title I and regular librarians in the twenty-four elementary schools, the principals of the twenty-four schools, and regular classroom teachers from all first and fifth grades in twenty-one schools and all third grade teachers in thirteen schools. The questionnaire to librarians pertained to the library service only. Certain questions on the questionnaires to principals and teachers pertained to the evaluation of the library service. Copies of the questionnaires are contained in Appendix A of this report.

PRESENTATION OF DATA

The following tables present evaluative information from responses of librarians, principals, and regular classroom teachers of the twenty-four Title I elementary schools.

TABLE 78

RESPONSES OF LIBRARIANS CONCERNING THE VALUE OF TITLE I ADDITIONAL LIBRARY SERVICES

N = 24

Area of Improvement	Number of Librarians Selecting Each Response No.	%
Additional library materials		
a. A great deal of appropriate library materials	14	58
b. A great deal of library materials but many not appropriate	1	4
c. A few additional library materials	8	33
d. Do not know	1	4
Additional professional librarian services		
a. Two or more days per week	9	37
b. One day per week	12	50
c. None	3	12
Additional library aide services		
a. More than two days per week	2	8
b. Two days per week	7	29
c. One day per week	15	62

TABLE 79

RESPONSES OF LIBRARIANS RATING THE VALUE OF ADDITIONAL TIME AND/OR LIBRARY MATERIALS PROVIDED BY TITLE I

N = 24

	Number of Librarians Selecting Each Response									
	Much Value		Medium Value		Little Value		No Value		No Opinion	
Area of Value	No.	%	No.	%	No.	%	No.	%	No.	%
Working directly with pupils in Title I corrective reading	9	37	8	33	5	20	1	4	1	4
Working directly with teachers of Title I corrective reading	13	54	5	20	5	20	1	4	0	0
Selection of appropriate library materials for pupils with reading problems	16	66	6	25	0	0	2	8	0	0
Providing all pupils more access to library	21	87	1	4	1	4	1	4	0	0
Utilizing all instructional materials to a greater extent	15	62	7	29	1	4	1	4	0	0
Providing improved services to teachers and pupils other than those in corrective reading	18	75	5	20	1	4	0	0	0	0
Providing more flexibility in scheduling all classes, individuals, and groups	18	75	1	4	5	20	0	0	0	0
All responses combined (%)		65		20		11		3		1

The librarians were asked if parents or other patrons who were not pupils could come to the school library to check out or use materials. Their responses were as follows: two said yes, during some evenings; nineteen said yes, during school hours only; and three said no. When asked if preschool age children had access to books and/or other materials from the library, twenty librarians said only if older siblings took books home and shared them, and four librarians said through some other arrangement.

TABLE 80

RESPONSES OF LIBRARIANS CONCERNING THE USE OF LIBRARY AIDES

N = 24

	Number of Librarians Selecting Each Response									
	Have not used aides for task		Aide regularly assists in task		Aide occasionally assists in task		Aide occasionally performs task		Aide regularly performs task	
Use of Aides	No.	%	No.	%	No.	%	No.	%	No.	%
Shelving books and materials	2	8	15	62	2	8	1	4	4	16
Vertical filing	3	12	8	33	3	12	1	4	9	37
Filing filmstrips and disc recordings	2	8	7	29	2	8	5	20	8	33
Maintenance of card files and other records	1	4	12	50	1	4	1	4	9	37
Mending and/or packing, shipping books	4	16	12	50	2	8	3	12	3	12
Checking materials in and out	4	16	7	29	9	37	3	12	1	4
Other clerical duties	2	8	8	33	2	8	5	20	7	29
Preparing bulletin boards and other displays	5	20	3	12	9	37	2	8	5	20
Preparing lists	6	25	5	20	4	16	5	20	4	16
Assisting children with equipment in the library	6	25	8	33	2	8	7	29	1	4
All responses combined (%)		15		35		15		14		21

TABLE 81

RESPONSES OF LIBRARIANS REGARDING PRE-TITLE I PLACEMENT AND VALUE OF ADDITIONAL BOOKS

N = 24

	Yes	No
Were you assigned to one or more of the twenty-four Title I target area elementary schools before additional assistance was available from Title I (January, 1966)?	9	15
Were the additional books purchased from Title I funds a valuable addition to the school's library collection?	21	3

TABLE 82

RESPONSES OF ELEMENTARY PRINCIPALS CONCERNING THE VALUE OF TITLE I ADDITIONAL LIBRARY SERVICES

N = 22

	Number of Principals Selecting Each Response											
	Much Value		Moderate Value		Little Value		No Value		Did not participate		No Response	
Area of Value	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Providing flexibility in scheduling	6	27	12	54	3	13	0	0	1	4		
Meeting individual needs of pupils	8	36	11	50	1	4	0	0	1	4	1	5
Making maximum use of all instructional materials	6	27	12	54	3	13	0	0	1	4		
Additional library service as a resource to teacher	4	18	13	59	3	13	0	0	1	4	1	5
All responses combined (%)		27		55		11		0		5		2

Principals were asked to rate the value of the additional library services provided by Title I in providing flexibility in scheduling, meeting individual needs of pupils, making maximum use of all instructional materials, and additional library service as a resource to teachers. Considering the responses for all four areas combined, over one-fourth of the principals indicated "much value" and over one-half of the others indicated "moderate value." Table 82 shows the number and percent of principals selecting each response.

TABLE 83

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING THE VALUE OF TITLE I ADDITIONAL LIBRARY SERVICES

N = 120

	Number of Teachers Selecting Each Response											
	Much Value		Moderate Value		Little Value		No Value		Do Not Know		No Response	
Area of Value	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Meeting the library needs of individual pupils	63	52	33	27	12	10	3	2	4	3	5	4
Use of instructional materials by teachers and pupils	55	45	42	35	10	8	3	2	4	3	6	5
Providing greater flexibility in library scheduling	47	39	35	29	22	18	8	6	3	2	5	4
Increasing the use of the librarian as a resource person for teachers	50	41	42	35	12	10	6	5	3	2	7	6
All responses combined (%)		45		31		12		4		3		5

Regular classroom teachers responded to a questionnaire which contained four questions concerning the additional Title I library services. Table 83 shows how the additional services were rated.

Forty-five percent of the teachers thought the additional library services were of "much value" and thirty-two percent believed the services were of "moderate value." Only sixteen percent felt the library services were of "little" or "no value."

COMMENTS ON RESULTS

One of the objectives of the Title I library service was to meet the library needs of individual pupils. Responses to questionnaires sent to principals, librarians, and regular classroom teachers of the twenty-four Title I elementary schools indicate accomplishment of this goal by working directly with pupils and in the selection of reading materials.

It was evident that the librarian's use as a resource person for teachers was greatly increased. The aides' assistance made it possible for the librarians to spend more time with the pupils and teachers.

Progress of corrective reading pupils is reported in another section of this report. Since some of the additional library service was directed toward corrective reading pupils and corrective reading teachers, it is reasonable to assume that changes in reading achievement were due in part to the Title I library service.

SUPPLEMENTARY FOOD PROGRAM

One of the observed characteristics of some children in Title I schools was malnutrition. Inadequate diets resulted in the need for aid to children in these schools. The food service component of the Title I project had two parts: (1) servings of milk and crackers to kindergarten children in Title I elementary schools, and (2) hot lunches available to all children in two Title I elementary schools.

OBJECTIVES

1. To improve the diets of children in low income areas.
2. To thereby improve the physical health and enhance learning readiness for participating pupils.

PROCEDURES

Kindergarten children in the twenty-four Title I elementary schools were supplied servings of milk and crackers daily to supplement their diets. In addition to this service, pupils in grades one through six in two public elementary schools were served hot lunches throughout the year. Food provided for the lunches at the two schools was prepared at nearby secondary schools and transported to the elementary schools where it was served. Milk and crackers were sold and delivered to the schools by private companies.

About 1700 kindergarten children were served milk and crackers daily in the twenty-four elementary schools. Throughout the year a total of 72,954 hot lunches were served in one of the Title I elementary schools. A total of 31,399 lunches were served in the other. Thus a total of 104,353 hot lunches were served in the two schools. A subsidy of 19¢ per lunch was paid from Title I funds in partial support of the hot lunch program. Approximately $11.00 per pupil was furnished from Title I funds to the milk and crackers program.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. No additional information regarding the milk and crackers for the kindergarten children has been collected since the reactions of the principals of the twenty-four schools were obtained in May, 1967, by questionnaire. The reactions of pupils, teachers, parents, and principals to the lunch program were obtained from the two building principals by telephone interview during May, 1968.

PRESENTATION OF DATA

The results of the two telephone interviews with two building principals are presented in combined form showing two answers for each question.

Q. Approximately what percent of your enrollment eats lunch at school each day?
A. a. 40-75% (40-50% in nice weather; 75% in bad weather).
   b. 50%

Q. Of those who eat at school, what proportion receive their lunches at a reduced cost due to Title I?
A. a. (No answer recorded)
   b. All

Q. What is the cost of one day's lunch - Title I?
A. a. 20¢
b. 20¢

Q. Are there pupils in the school who you feel need the lunch provided but who do not participate? (If yes, what are the reasons they do not?)
A. a. Yes, always hard to reach those who need it most. Costs 20¢ a day too much for large families.
b. Yes, perhaps a few (10-15) could, but parents feel they can eat at home.

Q. Did your school provide any type of lunch before the Title I program began in January, 1966?
A. a. No
b. No

Q. What are the parents' feelings toward the lunch program? Toward the subsidized cost?
A. a. Enthusiastic, happy to have it.
b. They like it. Also like the reduced cost.

Q. What are the teachers' feelings toward the lunch program? Toward the subsidized cost?
A. a. Resent having to supervise lunchroom. Good for the children.
b. Resent having to help with it. Very good for the children.

Q. What are the pupils' feelings toward the lunch program?
A. a. They love it.
b. They enjoy it.

Q. Do the pupils know that the lunches are provided at a reduced cost? What is their reaction?
A. a. No, pupils may not realize it. Letters were sent to parents.
b. Sent letters home. Parents know that other schools charge more.

Q. Are there any observable differences in any of the pupils that you would attribute to their participation in the lunch program?
A. a. I would say they are healthier. Need is real in terms of available diets at home.
b. A few teachers say they have seen improvement.

Alertness?
a. More energy.
b. Some teachers have reported this.

Achievement?
a. Can't say.
b. No significant difference.

Attitude?
a. They think we care.
b. A worthwhile program.

Q. Are there any other comments you would like to make regarding the program or its evaluation?

A. a. All children should be able to participate. Would require additional subsidization. Price according to ability to pay. Policy 200 will improve teachers' attitudes. Feel that pupils did not participate in breakfast program because lunch was available at school.

b. Parents really welcome the program.

COMMENTS ON RESULTS

The responses of the two principals indicate a feeling that the program is worthwhile, that it fills a need and should be continued. There are enough indications here to assume that the objectives of the program were met to some degree. Substantial numbers of pupils were provided milk and crackers, and approximately one-half of the children in two schools ate hot lunches at school. It is reasonable to assume that the food program was beneficial to the physical health and learning readiness of the children who participated. This assumption was supported to some extent by the positive reactions of persons involved in the program.

ELEMENTARY COUNSELING AND GUIDANCE

One of the identified needs of elementary school children in economically impoverished areas was the need for more counseling service. Characteristics of some of the children in Title I elementary schools included the following: performance on standardized tests of achievement and ability below that which was expected; below grade level performance in classwork; and emotional and social instability. It was believed that additional counseling service would help each child to approach more closely the maximum educational growth in accordance with his potentialities.

OBJECTIVES

1. To better enable parents, teachers, and pupils to establish realistic goals and improved educational plans by assessing and interpreting the potential of pupils.
2. To assist in preventing and seeking solutions to problems of pupils which interfere with learning.

PROCEDURES

Five counselors were employed to provide additional counseling service to the twenty-four Title I elementary schools. In addition to counseling individual pupils, the counselors worked closely with corrective reading teachers in implementing the reading program, assisted teachers in understanding and working with pupils, performed testing and test interpretation, made home calls and conferred with parents at school, and made pupil case studies.

Instead of spreading the services of the five additional counselors over all twenty-four schools, they were added to the regular counseling staff and reapportionments of assigned time were made. This added approximately 150 hours of counseling time per week to the twenty-four schools.

EVALUATION STRATEGY

While no tests were used specifically to assess the effectiveness of this service, it was assumed that changes in the scores of identified pupils on standardized achievement tests, given to evaluate reading progress, would assist in evaluating this activity. Non-test sources of evaluative data included records and professional opinions of counselors, principals, and regular classroom teachers. Questionnaires were developed and submitted in May to twenty elementary school counselors (some of these served schools other than Title I as well as Title I), the twenty-four elementary principals, and all regular classroom teachers in the first and fifth grades in twenty-one schools and in the third grade in thirteen schools. The questionnaire to counselors pertained to the Title I guidance and counseling services only. Certain questions in the questionnaires to principals and teachers pertained to the evaluation of the guidance and counseling services. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The following tables present evaluative information from responses of counselors, principals, and regular classroom teachers of the twenty-four Title I elementary schools. Questions asked were not in regard to the total guidance program but referred only to the additional time gained by adding the five positions.

TABLE 85

COUNSELORS RESPONSES TO QUESTIONNAIRE CONCERNING USAGE OF ADDITIONAL TIME

N = 19

Area of Usage	Number of Counselors Selecting Each Response									
	More than the time gained		All or most of the time gained		About half of the time gained		A little of the time gained		None	
	No.	%	No.	%	No.	%	No.	%	No.	%
How much time was spent counseling with children who were in the Title I reading program?	0	0	4	21	7	36	8	42	0	0
How much time spent consulting with corrective reading teachers about children in corrective reading classes?	0	0	2	10	7	36	10	52	0	0
How much time spent consulting with regular classroom teachers about children in corrective reading?	1	5	1	5	4	21	13	68	0	0
How much time spent counseling with parents of children in corrective reading classes?	0	0	1	5	3	15	11	57	4	21
How much time spent assisting with placement and testing of children in corrective reading?	0	0	3	15	3	15	13	68	0	0
How much time spent on other activities that are specifically related to the Title I programs?	1	5	4	21	0	0	12	63	2	10
All responses combined (%)		2		13		21		59		5

TABLE 86

RESPONSES OF COUNSELORS CONCERNING THE VALUE OF TITLE I ADDITIONAL COUNSELING TIME

N = 19

	Number of Counselors Selecting Each Response											
	Much Value		Moderate Value		Little Value		No Value		Do Not Know		No Response	
Area of Value	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
How much value was counseling for pupils in the Title I reading program in helping them to establish realistic goals and improve education plans?	2	10	13	68	2	10	0	0	2	10		
How much value was counseling for pupils in the Title I reading program, in finding solutions to or preventing pupils' problems which interfere with learning?	2	10	14	73	2	10	0	0	1	5		
How much value were consultations with corrective reading teachers in enabling them to establish realistic goals and improve education plans for pupils?	10	52	7	36	0	0	1	5	1	5		
How much value were consultations with corrective reading teachers in finding solutions to or preventing pupils' problems which interfere with learning?	2	10	12	63	1	5	1	5	3	15		
How much value were consultations with regular classroom teachers in enabling them to establish realistic goals and improve education plans for pupils?	6	31	10	52	1	5	0	0	2	10		
How much value were consultations with regular classroom teachers in finding solutions to or preventing pupils' problems which interfere with learning?	4	21	8	42	3	15	0	0	4	21		
How much value was counseling in enabling parents to establish more realistic goals and improve education plans for children?	2	10	8	42	2	10	1	5	3	15	3	15

	Number of Counselors Selecting Each Response											
	Much Value		Moderate Value		Little Value		No Value		Do Not Know		No Response	
Area of Value	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
How much value was counseling parents in finding solutions to or preventing pupils' problems which interfere with learning?	3	15	7	36	3	15	1	5	2	10	3	15
How much value was your assistance with the placement and testing in enabling teachers and pupils to establish more realistic goals and improve education plans?	6	31	8	42	4	21	0	0	1	5		
How much value was this assistance in finding solutions to or preventing pupils' problems which interfere with learning?	5	26	7	36	3	15	0	0	4	21		
All responses combined (%)		22		49		11		2		12		3

Completed questionnaires were returned by nineteen of the twenty counselors serving Title I elementary schools. The responses of five of the counselors indicated that they had enough of the additional time left for meeting other special needs that are unique to pupils in the target area schools. Nine felt they had some extra time, but not enough to meet special needs, and five said no, there was not enough of the additional time left after completing the previously mentioned activities to meet the special needs of pupils attending Title I schools.

Eleven of the nineteen counselors returning questionnaires were assigned as counselors in the twenty-four target area schools before the Title I programs began (January, 1966). The counselors' responses to the question, "How much has your counselor-pupil ratio been decreased as a result of the additional positions assigned to the area?" were as follows: two counselors reported a reduction of over five hundred pupils; four reported about three hundred; three reported about one hundred; and two reported no change.

Twenty-two principals, out of the twenty-four possible, of the Title I schools returned questionnaires. The information in Table 87 indicates that the principals believed the counseling services listed benefited by the Title I assistance.

TABLE 87

RESPONSES OF PRINCIPALS CONCERNING THE EXTENT OF BENEFIT TO PUPILS AND TEACHERS OF TITLE I GUIDANCE AND COUNSELING

N = 22

	Number of Principals Selecting Each Response									
	Much Value		Moderate Value		Little Value		No Value		Did not Participate	
Area of Value	No.	%	No.	%	No.	%	No.	%	No.	%
Counseling individual pupils	14	63	5	22	2	9	1	4	0	0
Testing and test interpretation	11	50	7	31	3	13	0	0	1	4
As a resource person	10	45	6	27	5	22	1	4	0	0
Home calls, working with parents	9	40	7	31	2	9	4	18	0	0
All responses combined (%)		50		28		14		7		1

It appears from the above responses that the principals felt the additional time and personnel provided by Title I were most beneficial.

The regular classroom teachers were asked to indicate how much value they felt the additional counseling time, made available to their schools through the Title I project since 1966, has been in each of the areas listed in the following table:

TABLE 88

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING THE EXTENT OF THE EFFECT UPON CHILDREN OF TITLE I ADDITIONAL COUNSELING SERVICE

	Number of Teachers Selecting Each Response									
	Much Value		Moderate Value		Little Value		No Value		Do Not Know	
Area of Assistance	No.	%	No.	%	No.	%	No.	%	No.	%
N=112 Enabling pupils, parents, and teachers to better establish realistic goals and improve educational plans by assessing and interpreting the potential of pupils.	34	30	44	39	17	15	3	3	14	13
N=115 Assistance in preventing and seeking solutions to problems of pupils which interfere with learning.	34	30	45	39	19	17	5	4	12	10

COMMENTS ON RESULTS

The responses of counselors, principals, and regular classroom teachers indicated that the additional counseling service was beneficial to pupils. Since a major purpose of the additional service was to support the corrective reading program, counselors were asked to respond to items pertaining to the program. Most of the counselors responded that they felt the additional service benefited corrective reading pupils. Some of the comments from counselors are as follows:

> Considerable time is given to being a "listening-post" off which teachers of such children may bounce their frustrations.
>
> Every Title I school could use a full time counselor. More time seems essential.
>
> We expect to do more in the way of consultation and screening, as some children really need special education and/or psychological help.
>
> Given more time, more could be accomplished.
>
> Give us another remedial reading teacher. Initiate an informational class for parents.

The principals were asked to respond concerning the value of the additional counseling service to the school as a whole. Their responses were favorable. At the same time, the principals called attention to the need for still more counseling service. When asked to respond concerning the value of the additional counseling service to children in their school, about two-thirds of the teachers responded favorably.

Progress of corrective reading pupils is reported in another section of this report. Since much of the additional counseling service was directed toward corrective reading pupils, their parents, and their teachers, it is reasonable to assume that changes in reading achievement were due in part to the Title I counseling service.

TEACHER ASSISTANTS PROGRAM

The amount of individual assistance available to pupils by teachers can be increased by relieving the teachers of some of the non-instructional tasks. Principals and teachers in several schools have requested that school aides be employed and assigned. This part of the Title I project was designed to supply aides on a full-time basis to four of the twenty-four target area schools.

OBJECTIVES

1. To decrease the amount of time spent by teachers on non-instructional tasks.
2. To increase the time spent by teachers on individual pupils' problems, planning, pupil evaluation, and parent conferences.

PROCEDURES

Sixteen full-time sub-professional employees were placed in four of the Title I elementary schools. Three of the schools were assigned five aides each. One aide was assigned to the fourth school. The Wichita schools have for some time utilized some volunteer and some paid aides in the schools. The use and assignment of the Title I aides was guided by the general school policy on the use of school aides.

The aide's duties varied with the specific assignment. In one of the schools with five aides, their schedules were based entirely upon requests submitted by the teachers. One aide had the responsibility of organizing the schedules to meet the requests. In the other two schools with five aides, the aides were assigned to teachers on a regular schedule. The aides' duties included such tasks as the following: typing, duplicator operations, and other clerical tasks; reading aloud, tutoring individuals or small groups, and other types of assistance in the classroom; supervising playground; supervising loading and unloading of busses; assisting on field trips; and other general tasks.

EVALUATION STRATEGY

No standarized tests were used in the evaluation of this part of the Title I project. Non-test data included activity logs completed by the aides and information forms and questionnaires completed by the teachers. Seven days were chosen at random from the total number of days that school was in session. On each of the seven dates each of the aides in the three schools with five aides was asked to complete an activity log indicating each task performed on that day and the amount of time spent on each task. On the same dates all teachers in the three schools were requested to complete a form showing the type of activities that aides performed for them on that day, the amount of time spent on each, the means of accomplishing each task if there had been no aide available, and, if it was a task that would have been completed by the teacher herself, the use made of the time gained. A questionnaire was developed and submitted in May to all of the teachers in two of the three schools and to all except second, fourth, and sixth grade teachers in the other. Second, fourth, and sixth grade teachers were omitted if their school participated in the national "465 Study." Questions on the questionnaire pertained to the Teacher Assistants Program only. A copy is included in Appendix A.

PRESENTATION OF DATA

Questionnaires were sent to seventy-two teachers in schools which employed teacher aides. Sixty questionnaires were returned.

51% had aide service available on a regular basis

18% had aide service available upon request

18% had aide service available both regularly and upon request

10% did not have aide service

3% did not answer this item

The average amount of aide time that the teachers used was reported as follows:

21% used more than 5 hours per week

33% used 4-5 hours per week

16% used 2-3 hours per week

16% used one hour or less per week

10% used no aide time

4% did not answer this item

Tables 89 and 90 show how the use of aides helped in reducing the amount of time spent on non-instructional activities and in providing more time for instructional activities.

TABLE 89

TEACHER RESPONSES TO ITEMS CONCERNING DECREASE IN TIME SPENT ON NON-INSTRUCTIONAL TASKS BECAUSE OF TEACHER AIDES

N = 52

	Number of Teachers Selecting Each Response					
Non-Instructional Task	75% or More	50-75%	25-50%	25% or Less	No Decrease	Item Left Blank
Supervision between classes (include noon hour, recess, before and after school)	3	8	11	13	17	0
Correcting papers	6	11	7	14	14	0
Preparing reports	0	4	8	11	27	2
Monitoring individual pupils or small groups of pupils in learning activities prescribed by the teacher	0	6	8	24	13	1
Reproducing tests and materials (typing, duplication, etc.)	23	11	8	9	1	0
Other clerical tasks	7	5	8	20	10	2
Other non-instructional tasks in the classroom	9	7	10	21	4	1
All responses combined (%)	13	14	16	31	24	2

The greatest use of teacher aides was in the area of reproduction of tests and materials (typing, duplication, etc). The least amount of usage was in report preparation and monitoring of pupils in learning activities. Forty-three percent of the teachers reporting stated that teacher aides reduced their non-instructional tasks from twenty-five to seventy-five percent or more. One-fourth reported no change.

TABLE 90

RESPONSES TO ITEMS CONCERNING INCREASE IN TIME SPENT IN INSTRUCTIONAL AREAS BECAUSE OF TEACHER AIDES

N = 52

	Number of Teachers Selecting Each Response					
Instructional Task	75% or More	50-75%	25-50%	25% or Less	No increase	Item Left Blank
Lesson preparation and planning*	7	13	11	14	8	0
Individualized instruction	4	7	12	20	9	0
Class recitation	1	5	15	10	20	1
Preparation of homework assignments	0	2	6	11	31	2
Pupil evaluation	1	6	13	16	15	1
Parent conference	0	3	1	10	36	2
All responses combined (%)	4	12	18	26	38	2

* Note: One teacher who did not use the service of an aide responded to this item.

Slightly over one-third of the teachers reported an increase of time in the instructional areas which was attributable to the use of teacher aides.

TABLE 91

TEACHER RESPONSES CONCERNING THE VALUE OF TEACHER AIDES

N = 52

	Number of Teachers Selecting Each Response					
Area of Value	Much Value	Moderate Value	Little Value	No Value	Do Not Know	Item Left Blank
Decreasing the amount of time that you spent on non-instructional tasks	34	14	2	2	0	0
Enabling you to devote more time to individual pupils' problems	13	22	8	5	3	1
Increasing the amount of time that you have for planning	18	21	6	4	2	1
Increasing the amount of time that you have for pupil education	9	24	7	8	3	1
Increasing the amount of time that you have for parent conferences	2	8	12	18	10	2
Increasing your overall teaching effectiveness	21	22	2	3	2	2
Preparing materials or doing tasks that required skill or training that you did not have (Examples: typing, operating machines or equipment, etc.)	15	11	13	10	1	2
All responses combined (%)	31	33	14	14	6	2

Nearly two-thirds of the teachers felt the use of aides was of moderate or greater value with the most value being in releasing them from a greater number of non-instructional duties.

Table 92 shows an analysis by the teacher aides of how their time was utilized.

TABLE 92

TEACHER AIDE TIME ANALYSIS SUMMARY--AVERAGE AMOUNT OF TIME SPENT PER DAY ON TEACHER AIDE ACTIVITIES

N = 15

Teacher Aide Activity	Average Time Per Day Spent On Activities (minutes)
Grading tests or papers and recording scores	39
Supervising pupils between classes (noon, recess, before and after school, etc.)	29
Helping or listening to individual pupils or small groups	37
Preparing tests or materials (typing, duplicating, etc.)	39
Other clerical work	42
Counting, sorting, or putting away materials (general housekeeping)	24
Arranging or taking down bulletin boards	43
Other tasks	23
Lunch and breaks	25
Average time per activity (omitting lunch and breaks)	35

The time spent by teacher aides was spread over a wide variety of activities with an average of thirty-five minutes per day on each. Bulletin board arrangement and clerical work took the most time. General housekeeping and pupil supervision took the least amount of time.

COMMENTS ON RESULTS

The objectives of the teacher aide program were to decrease the amount of time spent by teachers on non-instructional tasks and to increase the time spent by teachers on individual pupils' problems, planning, pupil evaluation, and parent conferences. The first objective seems to have been attained. Nearly one-half of the teachers reported that for them, the time spent on non-instructional tasks was reduced at least twenty-five percent or more. About one-third of the teachers responded that they were able to devote more time to instructional tasks because of the aide program. Sixty-four percent of the teachers reported values of the aide program ranging from much to moderate in areas which bear directly on the second objective.

HEALTH SERVICE

One of the identified characteristics of a substantial number of young children in low income areas was poor physical health including dental deficiencies. Therefore, one of the objectives of the Title I project was to improve the physical health of school children. By providing additional nursing services to Title I schools, and by providing dental care for 60 - 70 pupils with severe dental problems on the basis of need and financial ability of parents, it was believed that children's physical stamina and overall performance would be enhanced.

OBJECTIVES

1. To improve the nursing services to pupils.
2. To provide additional health services as a resource to teachers.
3. To improve the consultative nursing service to families.
4. To improve the dental health of children with severe dental problems.

PROCEDURES

Five nurses were employed to provide additional health services to the twenty-four Title I elementary schools. In addition to providing nursing services to individual pupils, the nurses worked more closely with teachers and had additional time for making home calls and conferring with parents.

Instead of spreading the services of the five additional nurses over the total twenty-four schools, the five were added to the regular nursing staff and reapportionments of assigned time were made. This added approximately 150 hours of health services per week to the twenty-four schools.

In cooperation with the Wichita Dental Society, a dental program for pupils whose dental problems were severe was started during the spring semester of 1965-66 and continued through 1966-67, 1967-68 school years in the twenty-four Title I elementary schools.

EVALUATION STRATEGY

Standardized test data and data from non-test sources were used in the evaluation of the increased nursing service. Results of the Iowa Tests of Basic Skills were analyzed for a small group of pupils. Non-test sources of evaluative data included records and professional opinions of nurses, principals, and regular classroom teachers. Questionnaires were developed and submitted in May to seventeen school nurses (some of these served non-Title I schools as well as Title I schools), the twenty-four principals of Title I elementary schools, and all the first and fifth grade regular classroom teachers in thirteen schools. The questionnaire to nurses pertained to the Title I health services only. Certain questions in the questionnaires to principals and teachers pertained to the evaluation of the health services. Copies of the questionnaires are included in Appendix A of this report.

In order to evaluate the effects of the dental services provided, the school nurses were asked in September to submit the names of pupils in their building who had received Title I dental care the previous year and the names of approximately the same number of pupils who had also been on the "urgent need for dental care" list the previous year but had not received dental care through Title I. The number of defects and other dental information was reported for pupils in each of these groups after the regular school dental examinations in February. In addition to the dental information, the 1966 and 1967 results of the Iowa Tests of Basic Skills were available for twenty-four of the fourth, fifth, and sixth graders in each of the groups.

PRESENTATION OF DATA

The following tables present evaluative information from responses of nurses, principals, and regular classroom teachers of the twenty-four Title I elementary schools. Table 93 shows the responses of nurses regarding the value to each of several areas where additional time gained from the additional five nurses was utilized.

TABLE 93

RESPONSES OF NURSES CONCERNING THE VALUE OF ADDITIONAL HEALTH SERVICES

N = 16

Area of Value	Number of Nurses Selecting Each Response Much Value	Moderate Value	Little Value	No Value	No Opinion
Health counseling with individual children	10	5			1
Health counseling at school with parents	1	8	4	1	2
Making home calls	11	3	1		1
Making health referrals to other agencies	4	9	1	1	1
Vision and hearing checking	10	4	1		1
Consulting with teachers and participating in classroom activities	10	5			1
Health education programs	9	6			1
Meeting needs related to immunization of pupils	4	7	3	1	1
Follow-up on some of the above activities	10	5			1
All responses combined (%)	48	36	7	2	7

As shown in Table 93, eighty-four percent of the nurses marked the extra time provided by Title I as of "much or moderate value." The least important areas were counseling with parents at school and needs related to immunization.

Five nurses reported that their assigned schools received three half-days or more per week of nurse time as compared to pre-Title I years; seven received two half-days more; three received a half-day more; and one received less than a half-day more.

TABLE 94

RESPONSES OF ELEMENTARY PRINCIPALS CONCERNING THE VALUE OF ADDITIONAL HEALTH SERVICES

N = 22*

Area of Value	Number of Principals Selecting Each Response Much Value	 Moderate Value	 Little Value	 No Value
Additional nursing services to individual pupils	14	7	1	
Additional nursing services as a resource to teachers	11	9	2	
Additional nursing services in making home calls and conferring with pupils	13	7	1	1
Dental assistance provided to pupils	9	10	3	
All responses combined (%)	53	38	8	1

* Note: Questionnaires were not received from principals of two Title I schools.

Elementary principals of Title I schools responded to questions concerning the value of additional health services with over half (53%) thinking the program was of much value. Thirty-eight percent thought the health services were of moderate value and nine percent saw little or no value in the program.

A sample of regular classroom teachers in Title I schools was asked to rate the value of additional nursing service and the improvement of nursing service as it related to children in their schools. Results of these ratings can be seen in Table 95. One-half of the teachers thought both areas were of much value. Another twenty-seven percent thought they were of moderate value. Ten percent thought the program was of little or no value. More teachers felt the program was of more benefit to students directly than as a resource to teachers.

TABLE 95

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING THE EFFECT UPON CHILDREN OF TITLE I ADDITIONAL HEALTH SERVICES

N = 120

	Number of Teachers Selecting Each Response					
Area of Improvement	Much Value	Moderate Value	Little Value	No Value	Do Not Know	Item Left Blank
Improving the nursing services to pupils	70	30	5	1	9	5
Providing additional health services as a resource to teachers	51	35	13	3	13	5
All responses combined (%)	50	27	8	2	9	4

An analysis was made of twenty-four students who had received Title I dental care and twenty-four who had not received Title I dental care. Selection for inclusion in one of these two groups was predicated on whether or not the student was tested in both 1966 and 1967 with the Iowa Test of Basic Skills. Results of these tests are presented later in this section. Table 96 shows a comparison of dental defects of students who received Title I dental care and those who did not.

TABLE 96

COMPARISON OF DENTAL DEFECTS OF STUDENTS WHO RECEIVED TITLE I DENTAL CARE AND THOSE WHO DID NOT

	Number of Students With Each Type of Defect	
Type of Dental Defect	Received Title I Dental Care N = 24	Did Not Receive Title I Dental Care N = 24
Apparent defects in permanent teeth	13	22
Apparent defects in foundation teeth	5	10
Better brushing needed	17	12
Infected condition (urgent)	0	4
Improper bite	2	3
Space maintainer indicated	2	2
Needs dental prophylaxis (Cleaning)	9	11
Other abnormal conditions	2	1
Average number of defects per person in permanent teeth	2.0	3.2
Average number of defects per person in foundation teeth	1.0	4.3

Students who had received Title I dental care exhibit fewer defects than those who have not had Title I care. For those who do have defects, the number per person is less on the average.

Table 97 gives the unadjusted means and standard deviations of scores obtained on the ITBS by both the students who had received Title I dental care and those who had not. In reading, the "dental care" group made a larger mean gain; however, on the composite score, the "no dental care" group made the larger gain. The 1967 test results were subjected to the analysis of covariance using 1966 reading and composite scores as the control variables. As shown in Table 98, the gains made by the students who had received dental care were not statistically different from those made by the students who did not receive Title I dental care.

TABLE 97

COMPARISON OF 1966 AND 1967 ITBS RESULTS ON READING AND COMPOSITE FOR STUDENTS WHO RECEIVED DENTAL CARE AND THOSE WHO DID NOT

N = 48

ITBS Test	Group	1966 Mean	1966 SD	1967 Mean	1967 SD	Mean Gain
Reading	Received Dental Care	39.33	15.34	49.04	15.23	+ 9.71
	Did Not Receive Dental Care	40.13	15.90	48.00	13.81	+ 7.87
Composite	Received Dental Care	37.88	12.52	47.33	14.00	+ 9.45
	Did Not Receive Dental Care	28.42	11.73	48.79	13.37	+10.37

TABLE 98

RESULTS OF "DENTAL CARE" AND "NO DENTAL CARE" GROUP COMPARISONS BY ANALYSIS OF COVARIANCE

Source of Variation	df	Adjusted Sums of Squares	Adjusted Mean Square	F*
Between	1	10.23	10.23	.38
Within	44	1185.19	26.94	
Total	45	1195.42		

* Critical Value of F at .01 Level = 7.23

COMMENTS ON RESULTS

All of the data presented in this section pertained to that portion of the health services which could be described as additional because of Title I involvement. Taking all areas of health services activities as a group, a large majority of nurses, principals, and teachers felt that these services were of moderate or greater value. The increased time allowed more follow-up, more home calls, more health counseling and more consultation. It was demonstrated that the group of children who received Title I dental care had fewer dental defects than those who had not received Title I dental care. The hypothesis that Title I dental care would have a positive effect upon the Iowa Test of Basic Skills scores in reading and composite was not supported statistically although the dental care group did score better in reading.

ATTENDANCE IMPROVEMENT PROGRAM

School absenteeism is often not a simple matter of illness or truancy, but rather a symptom of problems common to many disadvantaged communities. Early patterns of irregular attendance and indifferent or negative pupil and parental attitudes must be identified and changed. The Pupil Services Division of Wichita Public Schools selected and trained eight sub-professionals who were assigned to eight areas in the district which represented the highest concentration of low-income families. These eight attendance aides were an additional approach to problems related to attendance and did not supplant the regular efforts of school personnel toward the improvement of attendance.

OBJECTIVES

1. To reduce dropouts as indicated by the percentage of pupils leaving senior high schools with the withdrawal classification of non-attendance.

2. To improve attendance in all target area elementary schools, eight junior high schools, and six senior high schools as indicated by annual ADA and ADM statistics.

3. To improve pupils' and parents' attitudes toward school and the value of completing high school.

PROCEDURES

Each of the eight aides was assigned to an area which included elementary, junior high, and senior high schools as well as non-public schools. Attendance problems were worked on a referral basis within these areas. The aides reported to and from all the schools that serve the assigned area. The duties of the aides included establishing contact with parents whom the school was unable to contact otherwise, reporting information regarding individual cases of truancy, reopening or opening lines of communication and developing better relations between parents or pupils and the school, obtaining information about pupils with attendance problems, and obtaining additional information about pupils listed as withdrawn for non-attendance.

During the 1967-68 school year the attendance aides received 1687 referrals. Approximately twenty percent of these were from the six high schools, forty percent from eight junior high schools, and forty percent from elementary schools. In addition to these referrals, the aides followed up on 402 of 920 withdrawals for non-attendance. This follow-up, it is hoped, will enable the schools to more accurately determine the "real" reasons for withdrawal on the part of many pupils.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of this part of the Title I project. Non-test sources of information included records, chronological and anecdotal reports, and questionnaires. The attendance aides submitted reports in May showing the attendance records of pupils prior to referral and after referral. They also kept logs of their daily activities and each month submitted chronological reports of their activities with anecdotes. A report of each of the follow-ups on pupils who withdrew for non-attendance was submitted. Along with other information these reports contained the expressed reason for leaving school and the pupil's plans for the immediate future. Questionnaires were developed and administered in May to the attendance aides, principals, counselors, and regular classroom teachers. Questionnaires to the attendance aides and senior high principals pertained only to the Attendance Improvement Program. Some questions on the questionnaires to junior high principals, elementary principals, counselors, and regular classroom teachers referred to the Attendance Improvement Program. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

Principals of elementary and junior high schools with Title I attendance aides and principals of the senior high schools were asked to evaluate the effectiveness of the program. Their responses concerning the value of the program are shown in Table 99. Over one-half (54%) of the junior high principals rated the program as very helpful. Another twenty-eight percent rated it as moderately helpful. Nine percent rated it of little help. Twenty percent of the senior high principals gave the program a rating of very helpful; fifty percent said moderately helpful; and thirty percent said it was of little help. Table 100 shows the questionnaire items that were asked. In most cases the senior high principals did not give the attendance aide program as favorable a rating as did the junior high principals. Much less aide time was available to the senior high schools.

Seventy percent of the junior highs had fifteen or more hours of attendance aide service per week. All of the senior highs had ten hours per week or less.

Three-fourths of the elementary principals rated the program as moderate or greater value while twenty percent rated it of little or no help.

TABLE 99

RESPONSES OF PRINCIPALS CONCERNING
THE VALUE OF TITLE I ATTENDANCE AIDE SERVICES

Elementary N = 22 Junior High N = 7 Senior High N = 6

Note: (E) represents Elementary, (J) represents Junior High, and (S) represents Senior High		Number of Principals Selecting Each Response					
Attendance Aide Activity		Did not utilize the aide in this way	Very Helpful	Moderately Helpful	Little Help	No Value	Item Left Blank
Establishing contact with parents that you have been unable to contact otherwise	E		8	10	2	1	1
	J		5	2	0	0	
	S		4	1	1	0	
Collecting and reporting information pertaining to individual cases of truancy	E		7	7	6	1	1
	J		5	2	0	0	
	S		1	4	1	0	
Collecting and reporting information pertaining to severe attendance problems for individual pupils over the compulsory age (not applicable to elementary	E	0	0	0	0		
	J	3	2	2	0		
	S	0	0	3	3		
Collecting and reporting information pertaining to individual pupils who are beginning to develop a pattern of non-attendance or unexcused absences	E		8	8	5		1
	J		4	1	2		
	S		1	3	2		
Improving the relationship between the school and parents of pupils with attendance problems	E		7	11	3		1
	J		3	3	1		
	S		0	4	2		
All responses combined (%)	E	0	34	41	18	2	5
	J	9	54	28	9	0	0
	S	0	20	50	30	0	0

TABLE 100

RESPONSES OF JUNIOR AND SENIOR HIGH PRINCIPALS TO VARIOUS QUESTIONNAIRE ITEMS RELATED TO THE ATTENDANCE AIDE PROGRAM

	Number of Principals Selecting Each Response	
Questionnaire Item	Junior High N = 7	Senior High N = 6
How much time on the average, has the aide spent on attendance problems of your school?		
more than 20 hours per week	3	
15-20 hours per week	2	
10-15 hours per week		
5-10 hours per week	1	2
less than 5 hours per week	1	4
How much attendance aide time, on the average, could you profitably use each week considering the present frequency of attendance problems in your school?		
more than 20 hours per week	4	2
about 15-20 hours per week	1	1
about 10-15 hours per week	1	2
about 5-10 hours per week	1	
less than 5 hours per week		1
Do you feel that the attendance to the efforts of the Title I attendance aide?		
yes, very much	2	
yes, moderately	3	3
yes, a little	1	1
no	1	2
do not know		
What has been the reaction of parents to the attendance aides' work?		
much improved parent-school relationship	2	
slightly improved parent-school relationship	3	4
no difference in parent-school relationship	2	1
improved parent-school relationship		1
do not know		

Questionnaire Item	Number of Principals Selecting Each Response Junior High N = 7	 Senior High N = 6
What effect has the attendance aide had on the attitudes of pupils with attendance problems relative to school attendance and the value of education?		
much improved	1	
moderately improved	2	4
not improved	3	2
worse than before		
do not know	1	
Two additional questions were asked of senior high principals:		
Has the number of dropouts in your school decreased as a result of the efforts of the Title I attendance aide?		
yes, a great deal		
yes, moderately		
yes, a little		4
no		2
do not know		
Has information obtained by the staff to complete withdrawal information more accurately for pupils leaving school?		
yes, in a great number of cases		1
yes, in some cases		3
yes, but in only a few cases		1
no		1

Two items on the questionnaire sent to counselors of Title I schools pertained to attendance aides. Fourteen counselors responded to these items as follows:

Has the Title I attendance aide serving your school provided information to you for individual pupils?
yes, several times - 3
yes, a few times - 7
no - 4

If you answered "yes," how much value has this information been for your purposes?

much value - 5
moderate value - 5

Regular classroom teachers were also asked to respond to questions relative to attendance aides. One hundred and fifteen teachers responded as follows:

Has the Title I attendance aide assigned to your school worked with the attendance problems of any of the pupils in your classroom?

yes, more than three	- 14
yes, three	- 8
yes, two	- 17
yes, one	- 24
no	- 52

Table 101 shows regular classroom teachers' responses concerning improvement in attendance of children in their classrooms who had been contacted by the attendance aide.

RESPONSES OF REGULAR CLASSROOM TEACHERS CONCERNING THE IMPROVEMENT OF ATTENDANCE

N = 59

	Number of Teachers Selecting Each Response				
Area of Improvement	Much	Moderate	Slight	No Change	Worse than Before
Pupils' attendance and tardy records	13	18	12	15	1
Pupils' attitude toward school attendance and punctuality	11	18	11	18	1
Pupils' attitude toward school and attendance problems	11	14	11	21	2
All responses combined (%)	20	28	19	31	2

Nearly one-half (48%) of the students showed moderate or greater improvement. Another one-fifth (19%) showed slight improvement. In thirty-one percent there was no change. Two percent were reported as worse than before.

Attendance aides reported a break-down of amount of time that they spent at each school level. This is reported in Table 102.

TABLE 102

RESPONSES OF ATTENDANCE AIDES CONCERNING DIVISION OF TIME AT EACH SCHOOL LEVEL SPENT ON ATTENDANCE PROBLEMS

N = 8

		Number of Aides Selecting Each Response			
Level	More Than Half	About One-Half	About One-Third	About One-Fourth	Less Than One-fourth
Elementary	3		3		2
Junior High	3	3	1	1	
Senior High			1	3	4

The greatest amount of time was given to the junior high school level where six aides reported spending one-half time or more. The least amount of time was devoted to senior high school where all aides reported spending one-third or less of their time. Two-thirds of the aides spent one-third or more of their time in the elementary school.

In response to the question "At which level do you feel your work has been most effective?" junior high was selected by three; elementary, by four; and one said it was the same at all levels.

Table 103 presents the relative amount of time spent by attendance aides on various types of attendance activities.

TABLE 103

RESPONSES OF ATTENDANCE AIDES CONCERNING THE AMOUNT OF TIME SPENT ON ACTIVITIES

N = 8

	Number of Attendance Aides Selecting Each Response				
	Time per Week in Hours				
Attendance Activity	More Than 20	15-20	10-15	5-10	Less Than 5
Establishing contact with parents that the school has not been able to contact	3	1	2	1	1
Collecting and reporting information *regarding truancy* of individual pupils	1	1	2	3	1
Collecting and reporting information pertaining to pupils who have been *withdrawn* for *non-attendance*		1	1	3	3
Collecting and reporting information pertaining to severe attendance problems for individual pupils who are over the *compulsory attendance age*			1	4	3
Collecting and reporting information pertaining to individual pupils who are just *beginning* to develop a pattern of non-attendance or unexcused absences		1	4	2	1
All responses combined (%)	10	10	25	32	23

The greatest amount of time is spent in making parental contacts in cases where the school has been unsuccessful. Four of the eight aides reported spending fifteen or more hours per week in this area. The least amount of time is directed toward students who are over the compulsory attendance age. Only one aide reported as much as fifteen hours per week spent in this area.

Attendance aides responded to questions concerning the value of attendance activities. These responses are presented in Table 104.

TABLE 104

RESPONSES OF ATTENDANCE AIDES CONCERNING THE VALUE OF ATTENDANCE ACTIVITIES

N = 8

Area of Improvement	Percent of Aides Selecting Each Response Much Value %	 Moderate Value %	 Little Value %	 No Value %	 Do Not Know %	 Item Left Blank %
Improving pupils' attendance	38	38	15	6	0	3
Improving pupils' attitudes toward school	5	55	30	5	2	3
Improving parents' attitudes toward school	50	25	13	5	2	5
Reducing number of dropouts	8	30	15	20	25	2
Improving parent-school relationships	40	25	23	8	2	2

Sixty percent of more of the attendance aides rated all areas of attendance improvement as being of moderate or greater value with the exception of "reducing number of dropouts" which was rated by only thirty-eight percent as moderate or greater value.

Table 105 shows a comparison of the percentage of students who left high school during the school years 1966-67 and 1967-68 for the stated reason of non-attendance. Attendance aide records indicate that four hundred and two contacts were made with pupils in this category during the 1967-68 year. In the year 1966-67, before attendance aides, there was a withdrawal rate of 6.286% for non-attendance. During the year 1967-68, with attendance aides, there was a withdrawal rate of 6.368%, a very slight increase.

COMPARISON OF PERCENTAGE OF STUDENTS LEAVING HIGH SCHOOL FOR NON-ATTENDANCE DURING YEARS 1966-67 AND 1967-68

Year	Number of Withdrawals for Non-Attendance	Percent of Total Enrollment
1966-67	861	6.286
1967-68	920	6.368

A comparison of the ratio of Average Daily Attendance (ADA) to Average Daily Membership (ADM) for the years 1966-67, without attendance aides, and 1967-68, with attendance aides, is shown in Table 106. Data for the seven Title I junior high schools is shown rather than for eight in order to keep ADA and ADM figures consistent with those presented elsewhere. At the elementary level, all schools combined showed a slight gain in the ADA to ADM ratio. Since the ratio in non-Title I schools remained nearly constant, most of the change occurred in the Title I schools where there was nearly a two percent gain in ADA to ADM rates. At the junior high school level, all junior highs combined showed a very slight loss, while the non-Title I schools showed a two and seven-tenths percent gain as opposed to a four and eight-tenths percent loss in the Title I junior highs. All senior high schools combined showed a two percent gain. The percent of increase was more than one percent greater for all Title I schools combined than for all non-Title I schools.

TABLE 106

COMPARISON OF PERCENT OF ADA TO ADM FOR YEARS
1966-67 AND 1967-68

School Group	1966-67 Before Attendance Aides	1967-68 With Attendance Aides
24 Title I Elementary Schools	91.60	93.31
67 non-Title I Elementary Schools	95.14	95.59
Total, 91 Elementary Schools	94.10	94.93
7 Title I Junior High Schools	93.99	89.20
9 non-Title I Junior High Schools	95.01	97.71
Total, 16 Junior High Schools	94.63	94.47
6 Senior High Schools	90.13	92.25
Total, All Title I Schools	91.29	92.48
Total, All non-Title I Schools	94.99	95.06

COMMENTS ON RESULTS

Three objectives were stated as aims of the attendance aide program. The first of these objectives, to reduce dropouts as indicated by the percentage of pupils leaving senior high schools with the withdrawal classification of non-attendance, was not shown to have been met. However, the percentage of withdrawals for non-attendance did not change radically.

There was an increase of less than one-tenth of one percent. This might have been greater had the attendance aide program not been in effect.

Attendance improvement in the Title I schools and all of the high schools as indicated by ADA and ADM statistics was another objective. Improvement in the ADA-ADM ratio was shown for all Title I schools combined. The various components which contributed to the total improvement were the Title I elementary schools which improved nearly two percent and the senior high schools which improved slightly over two percent. The one component which did not improve was Title I junior high schools. They decreased over four percent. Increases for all Title I schools combined was greater than for all non-Title I schools combined. This second objective is considered to have been met. Further study of attendance in junior high schools may reveal the reason for the decrease in percent of attendance.

The final objective, to improve pupils' and parents' attitudes toward school and the value of completing high school, appears to have been successfully met. The importance of the work of the attendance aide is most clearly shown in the establishment of contact with the home or parents when communications by regular school personnel have failed. It seems necessary to have available some person who can make the home contact and work directly with the parents. The effectiveness of the aides' work is probably more pronounced as a preventive measure than as a curative measure; therefore, it appears that more effort should be directed toward the ellementary level, with a tapering off to the higher grade levels. If good attendance habits can be established early, there will be less need for attendance work beyond the compulsory school attendance age.

GENERAL CULTURAL ENRICHMENT

The Title I project included provision for cultural and aesthetic experiences and understanding for children in elementary schools in the target areas. It was believed that such provision would enhance concept levels, creative expression, development of artistic talents, and awareness of the cultural heritage. Cultural enrichment experiences included Art Museum tours, Children's Theatre attendance, and field trips to governmental agencies, business community centers, museums, parks, recreation areas and other places of interest.

OBJECTIVES

1. To improve children's art understanding and vocabulary.
2. To enable children to deal more effectively with feelings in non-verbal ways.
3. To stimulate greater interest in the arts and in the larger community in which children live.
4. To raise concept levels of children and stimulate conversation and further exploration by children.

PROCEDURES

Art Museum and Art Galleries Tours

The tours were coordinated by the Art Department of the Wichita Public Schools and involved bussing children from the twenty-four Title I elementary schools and four parochial elementary schools to the Wichita Art Museum and Art Association Galleries on a scheduled basis.

A trained gallery guide conducted each tour. As the classes of children arrived, they were taken to the museum auditorium and given a brief lecture on the art objects they were about to see. Then they proceeded to the galleries where the docent talked about the art objects on exhibit.

Among the twenty-four public elementary schools, a total of 12 bus trips involving 415 children were taken to the Art Association Galleries. A total of 50 bus trips with 2788 children from public elementary schools were taken to the Wichita Art Museum. A total of 38 parochial school children were taken in three bus trips to the Art Museum. A total of 497 children from public elementary schools were taken in nine bus trips to Friends University Art Galleries.

Children's Theatre Attendance

The Wichita Art Association sponsors the Wichita Children's Theatre which presents four productions of childhood classics each year. The productions are given on Saturday mornings. Season tickets were purchased from the Wichita Children's Theatre and distributed to elementary schools in the Title I project. One-tenth of the tickets were furnished to parochial school pupils. It was reported that 928 children accompanied by 72 adults attended the four performances.

Field Trips

School buses were contracted and scheduled for use by teachers in the twenty-four Title I elementary schools and eligible parochial schools. Approximately 10% of the service was provided to parochial school pupils.

Classroom teachers arranged for visits to the places of interest. The trips were preceded by sufficient preparation of the pupils to insure basic understanding and appreciation of what was to be observed. Discussions, writings and other appropriate activities followed the field trips. Parents of the school children were sometimes in attendance on the trips. It was reported that a total of 324 field trips were taken involving 9467 children. Nineteen of the trips were for non-public schools.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of the cultural enrichment activities. Non-test sources of evaluative data included records and the professional opinions of regular classroom teachers and principals of the Title I elementary schools. Questionnaires were developed and submitted in May to the twenty-four principals, to all the first and fifth grade teachers in twenty-one schools and to all the third grade teachers in thirteen schools. Certain questions in each of the questionnaires pertained to the cultural enrichment activities. Copies of the questionnaires are included in Appendix A of this report.

PRESENTATION OF DATA

The following tables present evaluative information from responses of principals and regular classroom teachers of the Title I elementary schools.

TABLE 107

RESPONSES OF PRINCIPALS TO QUESTIONS PERTAINING TO VALUE TO PUPILS OF CULTURAL ENRICHMENT ACTIVITIES

N = 22

Cultural Enrichment Activity	Number of Principals Selecting Each Response									
	Much Value		Moderate Value		Little Value		No Value		Did Not Participate	
	No.	%	No.	%	No.	%	No.	%	No.	%
Field Trips	13	59	7	31	2	9	0	0	0	0
Attending Children's Theater Productions	2	9	12	54	5	22	3	13	0	0
Art Museum Tours	8	36	9	40	5	22	0	0	0	0
All responses combined (%)		35		42		18		5		0

TABLE 108

RESPONSES OF REGULAR CLASSROOM TEACHERS PERTAINING TO VALUE TO PUPILS OF CULTURAL ENRICHMENT ACTIVITIES

N = 120

Area of Value	Number of Teachers Selecting Each Response											
	Much Value		Moderate Value		Little Value		No Value		Do Not Know		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Improving children's art understanding and vocabulary	35	29	39	32	12	10	8	6	10	8	16	13
Enabling children to deal more effectively with feelings in non-verbal ways	23	19	53	44	18	15	6	5	5	4	15	12
Stimulating greater interest in the arts and in the larger community in which children live	37	30	42	35	14	11	5	4	5	4	17	14
Raising the concept levels of children and stimulating conversation and further exploration by children	49	40	43	35	13	10	0	0	1	1	14	12
All responses combined (%)		30		37		12		4		4		13

The number of children affected by Title I cultural enrichment activities has been noted in the discussion of procedures.

COMMENTS ON RESULTS

It can be seen from the information in Table 107 that most principals responded favorably concerning the cultural enrichment activities. The field trips were perceived as being the most beneficial while Children's Theater attendance was rated as being the least beneficial of the three activities. Participation statistics and records of the wide variety of places visited during field trips provide additional evidence of the value of the Title I cultural enrichment activities.

APPENDIX A

NONSTANDARDIZED DATA GATHERING INSTRUMENTS

QUESTIONNAIRE TO PRINCIPALS IN TITLE I ELEMENTARY SCHOOLS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

Below are the names of several of the activities or services that make up this year's Title I project. Choose one of the following responses for each of the items 1 - 39 to indicate how much value you feel has resulted from each activity or service in each of the areas listed under its name.

a) Much value

b) Moderate value

c) Little value

d) No value

e) My school did not participate in this program

Art Instruction and Education

1. Increasing the variety of art media used in the classroom.
2. Increasing the number of different kinds of classroom art activities.
3. Improving children's ability to express themselves in art.
4. Improving the classroom teachers' competence in art instruction.
5. Improvement resulting from additional art supplies provided.
6. Improvement in skills and attitudes of recipients of art scholarships.

General Cultural Enrichment

7. Field trips.
8. Attendance at Children's Theater productions.
9. Art museum tours.

4

Note: The Title I project provides five additional counselors, five additional nurses, six additional librarians and six library aides to the twenty-four target area schools. Items 10 - 21 refer only to the services gained due to this increase in personnel and not to guidance, health, or library services in general.

Elementary Guidance and Counseling

10. Additional counseling services to individual pupils.
11. Additional counselor time for testing and test interpretation.
12. Additional counselor time for serving as a resource person for teachers.
13. Additional counselor time for making home calls and conferring with parents.

Health Services

14. Additional nursing services to individual pupils.
15. Additional nursing services as a resource to teachers.
16. Additional nursing services in making home calls and conferring with pupils.
17. Dental assistance provided to pupils.

Library Services

18. Providing flexibility in scheduling.
19. Meeting individual needs of pupils.
20. Making maximum use of all instructional materials.
21. Additional library service as a resource to teachers.

Keyboard Music Instruction

22. Making children acquainted with tools and symbols of music.
23. Improving children's musical skills.
24. Increasing children's interest in music.

Physical Education/Recreation

25. Improving children's physical fitness.

26. Providing a better balanced program of activities.

27. Improving the physical education teaching competence of classroom teachers.

28. Additional physical education supplies and equipment.

Corrective Reading

29. Improving children's reading competence.

30. Increasing children's reading for enjoyment.

31. Improving children's attitudes toward reading.

32. Improving children's attitudes toward themselves.

33. Improving your school's overall reading program.

34. Devising effective techniques for teaching reading.

Attendance Improvement (Aides)

35. Improving your school's attendance.

36. Establishing contact with parents that you have been unable to contact otherwise.

37. Collecting and reporting information pertaining to individual cases of truancy.

38. Collecting and reporting information pertaining to individual pupils who are beginning to develop a pattern of non-attendance or unexcused absences.

39. Improving the relationship between the school and parents of pupils with attendance problems.

40. How much time, on the average, has the attendance aide spent on attendance problems of your school?

    a) More than 4 hours per week

    b) About 3 - 4 hours per week

    c) About 2 - 3 hours per week

    d) About 1 - 2 hours per week

    e) Less than 1 hour per week

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO REGULAR CLASSROOM TEACHERS IN TITLE I ELEMENTARY SCHOOLS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

Art Instruction and Education

1. Have you had any contact this year with the Special Art Consultant provided by the Title I program?

   a) Yes, as a consultant and/or demonstration teacher

   b) Yes, actually providing art instruction for pupils in my class

   c) Yes, both (a) and (b)

   d) No, not this year

Omit items 2 - 4 if you chose (d) for item 1. Otherwise choose one of the following responses to indicate how much value you feel the above mentioned contact was in each of the areas listed in items 2 - 4.

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Do not know

2. Enabling you to provide your pupils more creative experiences in the field of art.

3. Enabling you to better develop your pupils' awareness of our cultural heritage.

4. Enabling you to conduct art activities better suited to improving your pupils' self concepts.

5. Have you received additional materials for art instruction through the Title I program?

   a) Yes, they have been very helpful

   b) Yes, but they have been of little help

   c) No

   d) Do not know

6. Has a pupil from your classroom been the recipient of one of the Title I art scholarships for Saturday art classes?

   a) Yes

   b) No

7. Omit if you chose (b) for item 6. Otherwise what changes in the scholarship pupil have been apparent results of the Saturday art classes?

   a) Increased interest in art activities

   b) Improved skill in art work

   c) Both (a) and (b)

   d) No apparent changes

   e) Decreased interest in art activities

Corrective Reading

8. Have any of the pupils in your classroom been placed in corrective reading this year?

   a) Yes, more than 9 pupils

   b) Yes, 7 - 9 pupils

   c) Yes, 4 - 6 pupils

   d) Yes, 1 - 3 pupils

   e) No

Omit items 9 - 12 if you chose (e) for item 8. Otherwise choose one of the following responses to indicate the changes you have observed in corrective reading pupils in each of the areas listed in items 9 - 12.

   a) Much improved

   b) Moderately improved

   c) Slightly improved

   d) No noticeable change

   e) Worse than before

9. General reading competence.

10. Attitudes toward reading.

11. Amount of reading for enjoyment.

12. Attitudes toward themselves.

13. Has the corrective reading teacher in your building been available as a consultant regarding reading problems or materials?

    a) Yes, consultation has been very helpful

    b) Yes, but consultation was of little help

    c) Yes, but I have had no need for consultation

    d) No

14. What value has the corrective reading program been to the overall reading program in your room?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) Detrimental

15. What has been the practice for most of the corrective reading pupils in your classroom regarding the regular reading program?

    a) Continued in all regular reading activities while in corrective reading

    b) Continued in most regular reading activities while in corrective reading

    c) Continued in some regular reading activities while in corrective reading

    d) Continued in very few regular reading activities while in corrective reading

    e) Continued in no regular reading activities while in corrective reading

Elementary Guidance and Counseling

Choose one of the following responses to indicate how much value you feel the additional counseling time made available to your school through the Title I project since 1966 has been in each of the areas listed in items 16 and 17.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know or was not aware that services had been increased

16. Enabling pupils, parents, and teachers to better establish realistic goals and improved educational plans by assessing and interpreting the potential of pupils.

17. Assistance in preventing and seeking solutions to problems of pupils which interfere with learning.

Health Services

Choose one of the following responses to indicate how much value you feel the additional nursing service made available to your school through the Title I project since 1966 has been in each of the areas listed in items 18 and 19.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know or was not aware that services had been increased

18. Improving the nursing services to pupils.

19. Providing additional health services as a resource to teachers.

Library Services

Choose one of the following responses to indicate how much value you feel the additional library services made available to your school through the Title I project since 1966 were in each of the areas listed in items 20 - 23.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know or was not aware that services had been increased

20. Meeting the library needs of individual pupils.

21. Encouraging the maximum use of instructional materials by teachers and pupils.

22. Providing greater flexibility in library scheduling.

23. Increasing the use of the librarian as a resource person for teachers.

General Cultural Enrichment

24. Has your class been provided with transportation for special field trips or museum tours?

a) Yes

b) No

Omit items 25 - 28 if you chose (b) for item 24. Otherwise, choose one of the following responses to indicate how much value you feel the field trips or tours have been in each of the areas listed in items 25 - 28.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

25. Improving children's art understanding and vocabulary.

26. Enabling children to deal more effectively with feelings in non-verbal ways.

27. Stimulating greater interest in the arts and in the larger community in which children live.

28. Raising the concept levels of children and stimulating conversation and further exploration by children.

Physical Education/Recreation

29. Has the Title I special physical education teacher assigned to your building worked with you and/or your pupils?

    a) Yes, as a consultant

    b) Yes, as a demonstration teacher or helping teacher

    c) Yes, both (a) and (b)

    d) Yes, teaching the physical education for my classroom

    e) No

Omit items 30 - 33 if you chose (e) for item 29. Otherwise, choose one of the following responses to indicate how much value you feel the help that you indicated in item 29 has been in each of the areas listed in items 30 - 33.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

30. Improving the physical fitness of pupils.

31. Developing and implementing a balanced program of physical education activities in your classroom within the limitations of the physical facilities available.

32. Assisting in correlating the physical education, science, and health curriculum so that physical and mental health components of the pupils' education are fully developed.

33. Improving your competence in the teaching of physical education.

Attendance Improvement

34. Has the Title I attendance aide assigned to your school worked with the attendance problems of any of the pupils in your classroom?

a) Yes, more than three pupils

b) Yes, three pupils

c) Yes, two pupils

d) Yes, one pupil

e) No

Omit items 35 - 37 if you chose (e) for item 34. Otherwise choose one of the following responses to indicate the extent of change observed in the cases mentioned in item 34 in each of the areas listed in items 35 - 37.

a) Much improved

b) Moderately improved

c) Slightly improved

d) No noticeable change

e) Worse than before

35. Pupils' attendance and tardy records.

36. Pupils' attitude toward school attendance and punctuality.

37. Parents' attitude toward school and attendance problems.

38. Did you teach in one of the twenty-four Title I target area elementary schools prior to January 1966.

a) Yes

b) No

39. What type of classroom do you teach?

    a) First grade

    b) Third grade

    c) Fifth grade

    d) Non-graded

    e) Departmentalized

40. How much value was last summer's post-kindergarten reading readiness program to pupils in your room?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) No pupil in my room was enrolled in post-kindergarten last summer

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO TEACHERS IN NON-PUBLIC SCHOOLS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

Corrective Reading

1. Have any of the pupils in your classroom been placed in corrective reading this year?

   a) Yes, more than 9 pupils

   b) Yes, 7 - 9 pupils

   c) Yes, 4 - 6 pupils

   d) Yes, 1 - 3 pupils

   e) No

Omit items 2 - 5 if you chose (e) for item 1. Otherwise choose one of the following responses to indicate the changes you have observed in corrective reading pupils in each of the areas listed in items 2 - 5.

   a) Much improved

   b) Moderately improved

   c) Slightly improved

   d) No noticeable change

   e) Worse than before

2. General reading competence

3. Attitudes toward reading

4. Amount of reading for enjoyment

5. Attitudes toward themselves

6. Has the corrective reading teacher serving your building been available as a consultant regarding reading problems or materials?

   a) Yes, consultation has been very helpful

   b) Yes, but consultation was of little help

   c) Yes, but I have had no need for consultation

   d) No

7. What value has the corrective reading program been to the overall reading program in your room?

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Detrimental

8. What has been the practice for most of the corrective reading pupils in your classroom regarding the regular reading program?

   a) Continued in all regular reading activities while in corrective reading

   b) Continued in most regular reading activities while in corrective reading

   c) Continued in some regular reading activities while in corrective reading

   d) Continued in very few regular reading activities while in corrective reading

   e) Continued in no regular reading activities while in corrective reading

Art Instruction and Education

9. Has a pupil from your classroom been the recipient of one of the Title I art scholarships for Saturday art classes?

   a) Yes

   b) No

10. Omit if you chose (b) for item 9, otherwise, what changes in the scholarship pupil have been apparent results of the Saturday art classes?

    a) Increased interest in art activities

    b) Improved skill in art work

    c) Both (a) and (b)

    d) No apparent changes

    e) Decreased interest in art activities

Music Keyboard Instruction Activity

Omit items 11 - 18 if pupils in your classroom did not participate in music keyboard instruction provided by mobile vans.

Choose one of the following responses to indicate how much value you feel has resulted from the mobile piano van in each of the areas listed in items 11 - 14.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

11. Enabled pupils to become better acquainted with the tools and symbols of music.

12. Improved pupils' fundamental musical skills of rhythm, melody, pitch, and harmony.

13. Increased the number of pupils that begin instrumental music instruction, either in school or privately.

14. Increased pupils' interest in music and the piano.

15. What is your teaching assignment?

    a) Regular classroom including the music

    b) Regular classroom but a special teacher teaches the music

16. How many of the pupils in your class have a piano in their home?

    a) Do not know

    b) More than half

    c) Some, but less than half

    d) Very few

    e) None

17. How many of the pupils in your class would actually have some access to a piano either at home, school, church or some other place if it were not for the mobile van?

    a) All of them

    b) More than half

    c) Some, but less than half

    d) Very few or none

    e) Do not know

18. How do the pupils in your class react to the keyboard instruction in the mobile van?

    a) Very much enthusiasm

    b) Moderate enthusiasm

    c) Very little enthusiasm

    d) Indifferent

    e) Do not like to go

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

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A 17

PUPIL OPINION QUESTIONNAIRE

School ______ Teacher ______ Date ______

Directions: Read each item carefully. Using A for agree very much, a for agree a little, n for neither agree or disagree, d for disagree a little, and D for disagree very much, mark the column at the right which best describes how you feel about each statement.

1. Most things about school are all right.
2. Most of my classes are enjoyable.
3. Pupils who do not do their daily lessons should be kept after school to do them.
4. Most teachers are crabby.
5. We seem to be doing the "same old things" over and over again in school.
6. It is easy to get along with most teachers.
7. As a rule, teachers want too much work from pupils.
8. Going to school is too difficult and discouraging.
9. Most of the things which the teacher does are all right.
10. Teachers are usually too busy to talk with pupils.
11. Teachers require too much reading.
12. Most teachers try to force pupils to learn something.
13. Pupils really do not learn the things in school that they want to learn.
14. A pupil should do more school work than he has to do.
15. Everything in school is too strict.
16. Most pupils are afraid of their teachers.
17. Too much of what we have to study does not make sense.
18. It is hard to make friends in school.
19. Pupils have to keep reading and studying the same things over and over in school.
20. My daily school work is full of things that keep me interested.
21. Teachers care about what is good for pupils.
22. Teachers pick on some pupils for no reason at all.
23. Pupils are always treated fairly in school.
24. In most school groups, there are only one or two pupils who are important.
25. Most pupils feel that they can trust their teacher.
26. Teachers expect too much of pupils.
27. School can be very boring at times.
28. Some pupils are always making fun of other pupils in school.
29. There is too much importance placed on grades in school.
30. Teachers always seem to like some pupils better than others.

IDENTIFICATION NUMBER

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A 18

BEHAVIOR CHECKLIST

Name of Pupil ____________ Grade ______ Date ______

______________ ______________
Person Completing Form

Directions: Read each item carefully. Use a No. 2 pencil to mark the space at the right that most accurately describes the frequency that the behavior is observed. Mark under n for never, r for rarely, s for sometimes, u for usually, and a for always.

1. Follows directions without difficulty.
2. Daydreams while the lesson is being developed.
3. Becomes discouraged easily and quits a task without finishing it.
4. Becomes angry or upset when other children do things of which he does not approve.
5. Talks in class without permission.
6. Completes his assignments on time.
7. Participates willingly in class activities.
8. Runs in the school building.
9. Cries or becomes angry when thwarted in group situations.
10. Attempts to help others with school work when asked.
11. Reads some material that is not assigned.
12. Talks about things he has read about.
13. The class or class members choose him to do things.
14. Looks untidy in dress and appearance.
15. Starts new assignments promptly.
16. Takes things that belong to other students.
17. Pays attention when teacher or others are talking.
18. Falls asleep in class.
19. Leaves his seat without permission.
20. Damages things that belong to others.
21. Writes on or damages desk or school property.
22. Contributes in class when called upon to answer questions.
23. Does his best in school work.
24. Misses school without good cause.
25. Does some school work outside of class.
26. Accepts help from other students on his school work when he needs it.
27. Asks teacher for help with school work.
28. Hits or pushes other children without sufficient cause.
29. Contributes in class voluntarily during question and answer periods.
30. Becomes angry or upset when behavior is corrected.
31. Comes to school or class late without good reason.

IDENTIFICATION NUMBER

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QUESTIONNAIRE TO CORRECTIVE READING TEACHERS IN TITLE I ELEMENTARY SCHOOLS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

1. How many graduate credit hours in reading instruction have you completed to date?

   a) 12 hours or more

   b) 9 - 11 hours

   c) 6 - 8 hours

   d) 2 - 5 hours

   e) 0 - 1 hour

2. Have you attended the Title I Summer Workshops in Corrective Reading?

   a) Yes, both the 1966 and 1967 workshops

   b) Yes, the 1966 workshop only

   c) Yes, the 1967 workshop only

   d) No

3. How long have you been teaching (in all areas not just corrective reading) including this year?

   a) This is the first year

   b) 2 - 3 years

   c) 4 - 6 years

   d) 7 - 9 years

   e) 10 years or more

4. How long have you taught corrective reading, including this year?

   a) This year only

   b) 2 years

   c) 2½ years

   d) More than 2½ years

5. In your building, who had the responsibility for identifying pupils who may be in need of corrective reading?

   a) Building principal

   b) Corrective reading teacher

   c) Counselor

   d) Classroom teachers

   e) Joint responsibility of two or more of the above

6. Were the results of the Iowa Test of Basic Skills used for the purpose of identifying pupils who may need corrective reading?

   a) Yes, and I feel they were satisfactory for this purpose when they were available

   b) Yes, but I do not feel they were appropriate for this purpose

   c) No, they were not used

7. Were the results of the California Test of Mental Maturity used for the purpose of identifying pupils who may be able to profit from corrective reading?

   a) Yes, and I feel they were satisfactory for this purpose when available

   b) Yes, but I do not feel they were appropriate for this purpose

   c) No, they were not used

8. Were other test results used for purposes of identification?

   a) Yes, test results from the basic reading program

   b) Yes, tests administered especially for identification purposes

   c) Yes, both (a) and (b)

   d) No

9. Were teacher recommendations used for identifying pupils who may be able to profit from corrective reading?

   a) Yes, when test scores were not complete

   b) Yes, in addition to test scores with greater reliance on recommendations

   c) Yes, in addition to test scores but with greater reliance on test scores

   d) Yes, but only in a few special cases

   e) No

10. In your building who had the responsibility for screening individual pupils for placement in the corrective reading program?

    a) Corrective reading teachers

    b) Building principal

    c) Counselor

    d) Joint responsibility of two or more of the above

    e) No screening is done, all pupils identified as being able to profit from corrective reading were placed in corrective reading

11. Was Silvaroli's Classroom Reading Inventory used for the purpose of screening pupils for placement in your corrective reading classes?

    a) Yes, and it was very satisfactory for screening purposes

    b) Yes, but I was not satisfied with it for screening purposes

    c) No

Choose one of the following responses to indicate the extent that you used the methods listed in items 12 - 14 for diagnostic purposes.

a) Used in diagnosis of most pupils

b) Used in diagnosis of some pupils

c) Did not use for diagnostic purposes

12. Test results from the Iowa Test of Basic Skills.

13. Silent reading tests that you administered especially for diagnosis.

14. Oral reading inventory other than Silvaroli.

15. Was your scheduling flexible enough to allow for grouping pupils with corresponding reading problems together?

    a) Yes, we did this in most cases

    b) Yes, but we did not schedule this way

    c) No

16. Which one of the following was given first priority for placement in corrective reading in your building?

    a) Second grade pupils

    b) Mild correctives

    c) Correctives

    d) Severe correctives

    e) None of these

Choose one of the following responses to indicate approximately what part of your week has actually been scheduled for each of the activities listed in items 17 - 20.

a) None actually scheduled

b) About one hour per week

c) About two hours per week

d) About three hours per week

e) More than three hours per week

17. Conferences with parents of disabled readers.

18. Conferences with teachers of disabled readers.

19. Serving as building consultant to classroom teachers.

20. Maintaining individual records on students admitted to corrective reading programs.

Choose one of the following responses to indicate to what extent you have utilized the reading materials and equipment listed in items 21 - 34. It is recognized that the five responses are not exhaustive or exclusive. Choose the one that most nearly describes your experience with each item.

a) Used regularly with most pupils

b) Used regularly with some pupils

c) Used occasionally

d) Have tried it but have not found it useful

e) Have never used it or do not have it

21. Curriculum Motivation Series

22. Open Highways

23. Bank Street Readers

24. Sounds of Language and/or Little Owl Series

25. Phonics We Use A-F - Lyons Carnahan

26. Building Reading Skills (Levels 1-6) - McCormick-Mathers

27. Barnell-Loft: Specific Skills Series

28. McCall-Crabbs Standard Test Lessons in Reading

29. Charles E. Merrill Skilltext Series

30. Charles E. Merrill Skilltapes

31. Learning Through Seeing Filmstrips

32. Readers Digest Skill Builders

33. Webster Reading Kit

34. Tape recorder and listening stations

For each of the items 35 - 40 choose the appropriate one of the following responses.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

35. How much value do you feel the corrective reading classes have been in improving individual pupils' skills in reading comprehension and word recognition?

36. How much value do you feel the corrective reading classes have been in improving pupils' attitudes toward themselves?

37. How much value do you feel the corrective reading classes have been in improving pupils' attitudes toward reading?

38. How much value do you feel the corrective reading classes have been in improving pupils' attitudes toward school and teachers?

39. How much value has the additional counseling time provided by Title I been to the corrective reading program?

40. How much value have the additional library services provided by Title I been to the corrective reading program?

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO CORRECTIVE READING TEACHERS IN TITLE I JUNIOR HIGH SCHOOLS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

1. How many graduate credit hours in reading instruction have you completed to date?

    a) 12 hours or more

    b) 9 - 11 hours

    c) 6 - 8 hours

    d) 2 - 5 hours

    e) 0 - 1 hour

2. Have you attended the Title I Summer Workshops in Corrective Reading?

    a) Yes, both the 1966 and 1967 workshops

    b) Yes, the 1966 workshop only

    c) Yes, the 1967 workshop only

    d) No

3. How long have you been teaching (in all areas not just corrective reading) including this year?

    a) This is the first year

    b) 2 - 3 years

    c) 4 - 6 years

    d) 7 - 9 years

    e) 10 years or more

4. How long have you taught corrective reading, including this year?

    a) This year only

    b) 2 years

    c) 2½ years

    d) More than 2½ years

5. In your building, who had the responsibility for identifying pupils who may be in need of corrective reading?

   a) Building principal

   b) Corrective reading teacher

   c) Counselor

   d) Classroom teachers

   e) Joint responsibility of two or more of the above

6. Were achievement test results from the basic testing program (6th grade ITBS for 7th graders and/or PREP for 8th and 9th graders) used for the purpose of identifying pupils who may need corrective reading?

   a) Yes, and I feel they were satisfactory for this purpose when they were available

   b) Yes, but I do not feel they were appropriate for this task

   c) No they were not used

7. Were the results of the 5th grade California Test of Mental Maturity and/or the Differential Aptitude Test used for the purpose of identifying pupils who may be able to profit from corrective reading?

   a) Yes, and I feel they were satisfactory for this purpose when available

   b) Yes, but I do not feel they were appropriate for this purpose

   c) No they were not used

8. Were other test results used for purposes of identification?

   a) Yes, test results from the regular English program

   b) Yes, tests administered especially for identification purposes

   c) Yes, both (a) and (b)

   d) No

9. Were teacher recommendations used for identifying pupils who may be able to profit from corrective reading?

   a) Yes, when test scores were not complete

   b) Yes, in addition to test scores with greater reliance on teacher recommendations

   c) Yes, in addition to test scores but with greater reliance on test scores

   d) Yes, but only in a few special cases

   e) No

10. In your building who had the responsibility for screening individual pupils for placement in the corrective reading program?

   a) Corrective reading teachers

   b) Building principal

   c) Counselor

   d) Joint responsibility of two or more of the above

   e) No screening is done, all pupils identified as being able to profit from corrective reading are placed in corrective reading

11. Was an oral reading test used for the purpose of screening pupils for placement in your corrective reading classes?

   a) The Gray Oral Reading Test and it was satisfactory

   b) The Gray Oral Reading Test but I was not satisfied with it

   c) An oral reading test other than the Gray and it was satisfactory

   d) An oral reading test other than the Gray but I was not satisfied with it

   e) No

Choose one of the following responses to indicate the extent that you used the methods listed in items 12 - 14 for diagnostic purposes.

   a) Used in diagnosis of most pupils

   b) Used in diagnosis of some pupils

   c) Did not use for diagnostic purposes

12. Test results from the Diagnostic Reading Test, Survey Section, Lower Level?

13. Silent reading tests that you administered especially for diagnosis.

14. Gray Oral Reading Test or other oral reading inventory.

15. Was your scheduling flexible enough to allow for grouping pupils with corresponding reading problems together?

    a) Yes, we did this in most cases

    b) Yes, but we did not schedule this way

    c) No

16. Which one of the following was given first priority for placement in corrective reading in your building?

    a) Pupils who apparently had greatest capacity for learning

    b) Pupils diagnosed as "mild correctives"

    c) Pupils diagnosed as "correctives"

    d) Pupils diagnosed as "severe correctives"

    e) None of these

Choose one of the following responses to indicate approximately what part of your week has actually been scheduled for each of the activities listed in items 17 - 20.

a) None actually scheduled

b) About one hour per week

c) About two hours per week

d) About three hours per week

e) More than three hours per week

17. Conferences with parents of disabled readers.

18. Conferences with teachers of disabled readers.

19. Serving as building consultant to classroom teachers.

20. Maintaining individual records on students admitted to corrective reading programs.

Choose one of the following responses to indicate to what extent you have utilized the reading materials and equipment listed in items 21 - 34.

a) Used regularly with most pupils

b) Used regularly with some pupils

c) Used occasionally

d) Have tried it but have not found it useful

e) Have never used it or do not have it

21. Basic Skills for Junior High Schools

22. Teen-Age Tales

23. World of Adventure Series

24. Morgan Bay Mysteries

25. Checkered Flag Series

26. SRA Reading Lab

27. SRA: RFU Lab

28. Webster Reading Kit

29. McCall-Crabbs Standard Test Lessons in Reading

30. Spectrum of Skills

31. Overhead Projector

32. Tape recorder and listening stations

33. Record player

34. EDL Controlled Reader and Film Stories

For each of the items 35 - 40 choose the appropriate one of the following responses.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

35. How much value do you feel the corrective reading classes have been in improving individual pupils skills in reading comprehension and word recognition?

36. How much value do you feel the corrective reading classes have been in improving pupils attitudes toward themselves?

37. How much value do you feel the corrective reading classes have been in improving pupils attitudes toward reading?

38. How much value do you feel the corrective reading classes have been in improving pupils attitudes toward school and teachers?

39. How much value do you feel the corrective reading classes have been in improving attendance and decreasing dropouts?

40. How much value has resulted from techniques for teaching reading that you have devised yourself?

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

Art Program Survey

The following questions pertain to the frequency that children in your room have participated in certain art activities and used certain media. Please read the directions on the accompanying answer sheet carefully and mark all your responses on that sheet. Be sure that responses are marked beside the number that corresponds to the number of the question being answered.

1. How much time each week do the children in your room spend in art activities?
   - (a) less than 50 minutes
   - (b) about 50 minutes
   - (c) about 100 minutes
   - (d) more than 100 minutes

How often do the children in your room participate in teacher directed art activities that utilize the following media?

2. Crayons?
   - (a) more than once a week
   - (b) once a week
   - (c) twice a month
   - (d) once a month
   - (e) less than once a month

3. Water colors?
   - (a) more than once a month
   - (b) once a month
   - (c) twice a semester
   - (d) once a semester
   - (e) less than once a semester

4. Tempera?
   - (a) more than once a month
   - (b) once a month
   - (c) twice a semester
   - (d) once a semester
   - (e) less than once a semester

5. Water base clay?
   - (a) more than once a semester
   - (b) once a semester
   - (c) once a year
   - (d) none this year
   - (e) I have never had a class use water base clay

6. Oil base clay?
   - (a) more than once a week
   - (b) once a week
   - (c) twice a month
   - (d) once a month
   - (e) less than once a month

7. Paper mache?
   - (a) more than once a semester
   - (b) once a semester
   - (c) once a year
   - (d) none this year
   - (e) I have never had a class use paper mache

How often do the children in your room participate in the following teacher directed activities?

8. Paper cutting?
    - (a) more than once a month
    - (b) once a month
    - (c) twice a semester
    - (d) once a semester
    - (e) less than once a semester

9. Finger painting?
    - (a) more than once a month
    - (b) once a month
    - (c) twice a semester
    - (d) once a semester
    - (e) less than once a semester

10. Picture planning?
    - (a) once a month or more
    - (b) twice a semester
    - (c) once a semester
    - (d) once a year
    - (e) none this year

11. Murals?
    - (a) more than once a semester
    - (b) once a semester
    - (c) once a year
    - (d) none this year
    - (e) I have never had a class do a mural

If you indicated in item 10 that the children in your classroom did participate in a picture planning activitiy (or activities), indicate which of the following media were used by marking Yes or No for each of the numbers 12-20 on the answer sheet.

12. Water colors Yes No
13. Tempera Yes No
14. Pencil Yes No
15. Crayon Yes No
16. Chalk Yes No
17. Charcoal Yes No
18. Cut paper Yes No
19. Torn paper Yes No
20. Yarn Yes No

If you indicated in item 11 that the children in your class did participate in making a mural (or murals), indicate which of the following media were used by marking Yes or No for each of the numbers 21-25 on the answer sheet.

21. Yarn and burlap Yes No
22. Tempera Yes No
23. Chalk Yes No
24. Cut paper Yes No
25. Crayon Yes No

26. Has your class visited the Wichita Art Museum or the Wichita Art Association Galleries this year? Yes No

27. Do you ever discuss artists and/or their works with the children in your class? Yes No

QUESTIONNAIRE TO TITLE I ELEMENTARY PHYSICAL EDUCATION TEACHERS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

Choose one of the following responses to indicate what part of your time is spent in each of the activities listed in items 1 - 6. (Your responses may total more than 100% since you may be doing more than one of the activities at the same time.)

a) 75% or more

b) 50 - 75%

c) 25 - 50%

d) Less than 25%

e) None

1. Instruction of class groups of pupils with teacher observing or assisting.
2. Instruction of class groups of pupils with teacher not present.
3. Instructing small groups or individual pupils.
4. Assisting teacher in instructing class groups of pupils.
5. Consulting with teachers about the physical education program.
6. Consulting with teachers about pupils.

Choose one of the following responses to indicate how you feel the pupils in the schools you serve compare with pupils in schools outside the Title I target areas on each of the characteristics listed in items 7 - 15.

a) Above pupils outside the Title I target areas

b) About the same as pupils outside the Title I target areas

c) Below pupils outside the Title I target areas

d) Much below pupils outside the Title I target areas

e) Do not know

7. Health habits.
8. Posture.
9. Caring for equipment and materials.
10. Physical fitness.

11. Attitude toward participating in physical activities.

12. Skill in cooperative team efforts.

13. Skill in competitive activities.

14. Interest in cooperative team efforts.

15. Interest in competitive sports.

16. How would you rate the regular classroom teachers in the schools that you serve at the time you began working as a Title I physical education teacher?

    a) Sufficient training, experience, and interest to conduct a balanced program in physical education.

    b) Sufficient training and experience but lack of interest or confidence necessary for conducting a balanced program in physical education.

    c) Sufficient interest but lack of training and experience to conduct a balanced physical education program within existing facilities.

    d) Lack of training, experience and interest to conduct a balanced physical education program within any facilities.

17. Choose one of the responses from item 16 to show how at the present time you would rate the teachers in the schools you serve.

18. Did all the schools that you serve have the facilities and equipment needed to conduct a balanced physical education program when you began working as a Title I physical education teacher?

    a) Yes

    b) Adequate facilities but not adequate equipment

    c) Adequate equipment but not adequate facilities

    d) Neither adequate facilities or equipment

19. Choose one of the responses from item 18 to indicate whether these schools have the facilities and equipment needed to conduct a balanced physical education program at the present time.

Choose one of the following responses to indicate how much value you feel the Title I Physical Education Program has been in each of the areas listed in items 20 - 24.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

20. Improving the physical skills of the pupils.

21. Developing and implementing a balanced program of activities in each classroom within the limitations (if any) of physical facilities available.

22. Correlating the physical education, science, and health curriculum for full development of the physical and mental health components of the pupils' education.

23. Improving health habits of the pupils.

24. Improving pupils attitudes and self-concepts.

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

INFORMATION FOR EVALUATION OF THE TITLE I ACTIVITIES FOR NEGLECTED AND DELINQUENT CHILDREN

Institution

Teacher

In addition to the detailed information that you are submitting for individual pupils, would you please complete the following form. This form is intended to give us general information about your program and your personal reactions regarding its value. Be as brief as you can without loss of completeness. If the answer to a question is already included in the other material that you are submitting, you may wish to refer us to that material rather than repeat the answer.

1. Describe briefly the structure and content of your program or activities including the schedule, number of pupils, ways in which materials and special activities are utilized, any innovative features, and any other information that you feel is descriptive of your part in the Neglected and Delinquent Children's programs.

2. What is the best evidence that you have that pupils progressed in achievement? Be specific. Examples might include test results (teacher made or others), number and quality of lessons completed, number and quality of projects completed, etc.

3. Report subjective observations that show change in attitude, self-concept, etc. (Example: Five pupils now regularly talk about books that they have checked out and read, six pupils changed their minds and reentered school.)

4. Do you have any evidence that parents, teachers, or other community members improved their attitudes relative to the worth of the pupils served? Relative to their achievement or potential to achieve? Please comment.

5. Please cite any classroom procedures which you found particularly effective in changing behavior and/or achievement of delinquent and neglected children.

6. What equipment and/or materials purchased with Title I funds were especially helpful to your effort in the program?

7. Please make any additional comments that you wish regarding your program or the evaluation.

QUESTIONNAIRE TO TEACHERS FOR EVALUATION OF TITLE I MUSIC KEYBOARD INSTRUCTION ACTIVITY

Choose one of the following responses to indicate how much value you feel has resulted from the mobile piano van in each of the areas listed in items 1 - 4.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

1. Enabled pupils to become better acquainted with the tools and symbols of music.
2. Improved pupils' fundamental musical skills of rhythm, melody, pitch, and harmony.
3. Increased the number of pupils that begin instrumental music instruction, either in school or privately.
4. Increased pupils' interest in music and the piano.

5. What is your teaching assignment?

a) Regular classroom including the music

b) Regular classroom but a special teacher teaches the music

c) Special music teacher

If you are a regular classroom teacher, respond to items 6 - 8 in terms of the children in your classroom. If you are a special music teacher, respond to items 6 - 8 in terms of all the children in your music classes that also have music in the mobile van.

6. How many of the pupils in your class(es) have a piano in their home?

a) Do not know

b) More than half

c) Some, but less than half

d) Very few

e) None

7. How many of the pupils in your class(es) would actually have some access to a piano either at home, school, church or some other place if it were not for the mobile van?

   a) All of them

   b) More than half

   c) Some, but less than half

   d) Very few or none

   e) Do not know

8. How do the pupils in your class(es) react to the keyboard instruction in the mobile van?

   a) Very much enthusiasm

   b) Moderate enthusiasm

   c) Very little enthusiasm

   d) Indifferent

   e) Do not like to go

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

Information Form for Title I Industrial Arts Program

Student ______________________ Date form completed ____________

Person completing form ____________________ School ______________

Check one
____ Father attends the class
____ Father does not attend the class
____ Adult (Father of a pupil in the class)

Attendance: Days present ____ Days absent ____

List projects completed: ____

____

____

____

Check one for each of the following. Where appropriate, briefly describe behaviors that indicate this improvement or lack of it.

Skill in working with (woods) (metals): __ improved __ not improved
(Cross out one)

____

____

____

Skill in working with hand tools: __ improved __ not improved

____

____

____

Skill in working with power tools: __ improved __ not improved

____

____

____

Industry or work tempo: __ improved __ not improved

____

____

____

Attitude toward school and its value: __ improved __ not improved

____

____

____

Please include any remarks of the student, or other information regarding the use made of completed projects.

____

____

____

____

____

____

____

QUESTIONNAIRE TO TITLE I INDUSTRIAL ARTS TEACHERS IN JUNIOR HIGH SCHOOLS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

1. Which type of Title I industrial arts class do you teach?

   a) Woodworking

   b) Metals

2. When does your Title I industrial arts class meet?

   a) Evenings

   b) Saturday mornings

   c) One class at each time

3. How much value has the class been in increasing the students' skills?

   a) Much

   b) Medium

   c) Little

   d) None

   e) No opinion

4. How much value has the class been in increasing the students' knowledge?

   a) Much

   b) Medium

   c) Little

   d) None

   e) No opinion

5. How much value has the class been in improving the students' attitudes?

   a) Much

   b) Medium

   c) Little

   d) None

   e) No opinion

6. How much value has the class been in improving the students' work habits?

    a) Much

    b) Medium

    c) Little

    d) None

    e) No opinion

7. How much success has been experienced in securing the participation of fathers in the class?

    a) No fathers in the class

    b) 1 - 5 fathers attending, most of them irregularly

    c) 1 - 5 fathers attending, most of them regularly

    d) More than 5 fathers attending, most of them irregularly

    e) More than 5 fathers attending, most of them regularly

8. Were the participants in the class representative of the people in the area that you feel need this type of class?

    a) Yes

    b) No

    c) No one in this area needs this type of class

9. Has poor attendance been a problem in your class? (Ignore response choices (d) and (e) unless you teach one class at each time.)

    a) Yes, for most students

    b) Yes, for some students

    c) No

    d) Yes, for Saturday morning classes, but not evening classes

    e) Yes, for evening classes, but not Saturday classes

10. If your answer to item 9 was yes, choose the one of the following that you feel is the greatest contributor to poor attendance?

    a) Students' lack of interest

    b) Class activities not appropriate to students' needs

    c) Transportation not available

    d) Inappropriate or inconvenient class time

    e) More than one of the above

11. Do you feel that you were able to rate each student's performances accurately on the individual information forms that were provided each semester?

    a) Yes

    b) No

12. How would you rate the overall effectiveness of the Title I industrial arts classes in your school?

    a) Highly successful

    b) Medium success

    c) Little success

    d) No success

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

NAME NO. CLASSES ATTENDED

TITLE I HOMEMAKING (CLOTHING) RATING SCALE

Description of Skill	Able to perform with help of adult	Performs with some skill with direction	Performs skillfully and independently
1. Fitting pattern to body measurements			
2. Marking and stitching techniques a. Darts			
b. Straight stitching			
c. Recognizing correct stitch			
d. Machine basting			
e. Gathering by machine			
f. Hemming			
g. Trimming seams			
h. Putting in a zipper			
i. Sewing on buttons, snaps, hooks, eyes			
j. Fastening stitching at ends of seams			
3. Crafts a. Knitting			
b. Embroidery			
c. Crochet			
4. Correct pressing as garment is being constructed, altered, or renovated			
5. Care of garments and linens			
6. Recognition of quality and price			
7. Caring for sewing machine a. Opening and closing machine correctly			
b. Oiling and cleaning machine			
c. Changing needle when needed			
8. Planning accessories for a garment			
Modeling finished garment			

TITLE I HOMEMAKING (CLOTHING) RATING SCALE

Project Completion	Yes	No
1. Fitted and altered a pattern		
2. Selected fabric and findings for a garment		
3. Cut out and marked a garment		
4. Satisfactorily constructed a garment		
5. Altered or renovated clothing article		
6. Completed article of table or other household linens		
7. Applied a zipper		
8. Knitted, crocheted, or embroidered an article		
9. Removed soiled spots from clothing		
10. Organized and rearranged closet or clothing storage at home		
11. Took inventory of clothing on hand and evaluated as to additional needs		
12. Changed needle; oiled and cleaned sewing machine		
13. Successfully accessorized a garment		
14. Willingly participated in an exhibit of finished garment by individually modeling it.		

QUESTIONNAIRE TO TEACHERS IN JUNIOR HIGH TITLE I CLOTHING AND PERSONAL GROOMING

1. Please give your opinion of the overall effectiveness of the Title I Clothing and Personal Grooming classes in your school first semester 1967-68.

    a) Highly successful

    b) Medium success

    c) Little success

    d) No success

2. Please give your opinion of the overall effectiveness of the Title I Clothing and Personal Grooming classes in your school second semester 1967-68.

    a) Did not have program second semester

    b) Highly successful

    c) Medium success

    d) Little success

    e) No success

3. How much value have the classes been in improving students' skills in caring for and operating a sewing machine?

    a) Much

    b) Medium

    c) Little

    d) None

    e) No opinion

4. How much value have the classes been in improving the students' ability to read and follow instructions of a commercial pattern?

    a) Much

    b) Medium

    c) Little

    d) None

    e) No opinion

5. How much value have the classes been in improving the students' skills in the basic techniques of clothing construction?

   a) Much

   b) Medium

   c) Little

   d) None

   e) No opinion

6. How much value have the classes been in improving the students' skills in consumer ability related to quality and price of clothing?

   a) Much

   b) Medium

   c) Little

   d) None

   e) No opinion

7. How much value have the classes been in improving the students' personal grooming?

   a) Much

   b) Medium

   c) Little

   d) None

   e) No opinion

8. How much success has been experienced in getting participation from mothers in the classes?

   a) No mothers attended

   b) 1 - 5 mothers attended, most of them irregularly

   c) 1 - 5 mothers attended, most of them regularly

   d) more than five mothers attended, most of them irregularly

   e) more than five mothers attended, most of them regularly

9. Were the participants in the class representative of the people in the area that you feel are most in need of this type of class?

   a) Yes

   b) No

   c) No one in this area needs this type of class

10. Has irregular attendance or lack of attendance been a problem in your class?

    a) Yes

    b) No

11. If your answer to item 10 was yes, choose the one of the following that you feel is the greatest contributor to poor attendance?

    a) Students' lack of interest

    b) Class activities not appropriate to needs

    c) Transportation not available

    d) Time class was held

    e) More than one of the above

12. Did you feel you were able to accurately rate each student's performance on the individual rating scale that was provided?

    a) Yes

    b) No

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO LIBRARIANS IN TITLE I SCHOOLS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

As a part of the Title I program six additional librarians and six library aides have been employed to serve the twenty-four elementary schools in the Title I target areas.

As a result of Title I assistance, how much more library service have the Title I schools that you serve received in each of the areas listed in items 1 - 3, than would have been possible otherwise?

1. Additional library materials?
    - a) A great deal of appropriate library materials
    - b) A great deal of library materials, but many of them not appropriate
    - c) A few additional library materials
    - d) No additional library materials
    - e) Do not know
2. Additional professional librarian services?
    - a) 2 or more days per week
    - b) 1 day per week
    - c) None
    - d) Less professional service than prior to Title I
    - e) Do not know
3. Additional library aide services
    - a) More than 2 days per week
    - b) 2 days per week
    - c) 1 day per week
    - d) None
    - e) Do not know

Rate the value of additional time and/or library materials provided by Title I in the areas listed in items 4 - 10 by choosing one of the following responses for each.

a) Much value

b) Medium value

c) Little value

d) No value

e) No opinion

4. Working directly with pupils in Title I corrective reading.

5. Working directly with teachers of Title I corrective reading.

6. Selection of appropriate library materials for pupils with reading problems.

7. Providing all pupils more access to library.

8. Utilizing all instructional materials to a greater extent.

9. Providing improved services to teachers and pupils other than those in corrective reading.

10. Providing more flexibility in scheduling all classes, individuals, and groups.

Indicate the extent that library aides were used for the tasks listed in items 11 - 20 by choosing one of the following responses for each.

a) Have not used aides for this task

b) Aide regularly assists me in this task

c) Aide occasionally assists me in this task

d) Aide occasionally performs this task

e) Aide regularly performs this task

11. Shelving books and materials.

12. Vertical filing.

13. Filing filmstrips and disc recordings.

14. Maintenance of card files and other records.

15. Mending or shipping and packing books for the bindery for discard

16. Checking materials in and out for teachers and pupils.

17. Other clerical duties (typing, preparing transparencies, etc.)

18. Preparing bulletin boards and other displays.

19. Preparing lists.

20. Assisting children with equipment in the library.

21. Were you assigned to one or more of the twenty-four Title I target area elementary schools before additional assistance was available from Title I (January 1966)?

    a) Yes

    b) No

22. Can parents or other patrons that are not pupils in your Title I school attendance area come to the school library to check out or use materials?

    a) No

    b) Yes, during school hours only, but few do it

    c) Yes, during school hours only, and many do it

    d) Yes, during some evenings, but few do it

    e) Yes, during some evenings, and many do it

23. Do preschool age children have access to books and/or other materials from your school library?

    a) Only if older siblings take books home and share them

    b) Through some other arrangement

24. Your school received additional William Allen White books purchased from Title I funds. Were these books a valuable addition to the school's library collection?

    a) Yes

    b) No

25. Your school received additional primary titles, intermediate titles, and Kansas titles, purchased from Title I funds. Were these books a valuable addition to the school's library collection?

    a) Yes

    b) No

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO TITLE I ELEMENTARY SCHOOL COUNSELORS FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

As a part of the Title I program five additional counselors have been employed to serve the twenty-four elementary schools in the Title I target areas. Questions asked here are not in regard to the total guidance program but refer only to the additional time gained by adding these five positions.

1. How much of your time have you spent this year counseling with children who are in the Title I reading program?

    a) More than the additional time gained

    b) All or most of the additional time gained

    c) About half of the additional time gained

    d) A little of the additional time gained

    e) None

2. (OMIT IF YOU CHOSE (e) FOR ITEM 1) How much value was this counseling in enabling pupils to establish realistic goals and improved educational plans?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) Do not know

3. (OMIT IF YOU CHOSE (e) FOR ITEM 1) How much value was this counseling in finding solutions to or preventing pupils' problems which interfere with learning?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) Do not know

4. How much of your time have you spent this year consulting with corrective reading teachers about children in corrective reading classes?

   a) More than the additional time gained

   b) All or most of the additional time gained

   c) About half of the additional time gained

   d) A little of the additional time gained

   e) None

5. (OMIT IF YOU CHOSE (e) FOR ITEM 4) How much value was this consultation in enabling teachers to establish realistic goals and improved educational plans for pupils?

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Do not know

6. (OMIT IF YOU CHOSE (e) FOR ITEM 4) How much value was this consultation in finding solutions to or preventing pupils' problems which interfere with learning?

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Do not know

7. How much of your time have you spent this year consulting with regular classroom teachers about children in corrective reading?

   a) More than the additional time gained

   b) All or most of the additional time gained

   c) About half of the additional time gained

   d) A little of the additional time gained

   e) None

8. (OMIT IF YOU CHOSE (e) FOR ITEM 7) How much value was this consultation in enabling teachers to establish more realistic goals and improved educational plans for pupils?

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Do not know

9. (OMIT IF YOU CHOSE (e) FOR ITEM 7) How much value was this consultation in finding solutions to or preventing pupils' problems which interfere with learning?

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Do not know

10. How much time have you spent this year counseling with parents of children in corrective reading classes?

    a) More than the additional time gained

    b) All or most of the additional time gained

    c) About half of the additional time gained

    d) A little of the additional time gained

    e) None

11. (OMIT IF YOU CHOSE (e) FOR ITEM 10) How much value was this counseling in enabling parents to establish more realistic goals and improved educational plans for pupils?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) Do not know

12. (OMIT IF YOU CHOSE (e) FOR ITEM 10) How much value was this counseling in finding solutions to or preventing pupils' problems which interfere with learning?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) Do not know

13. How much time have you spent this year assisting with the placement and testing of children in corrective reading?

    a) More than the additional time gained

    b) All or most of the additional time gained

    c) About half of the additional time gained

    d) A little of the additional time gained

    e) None

14. (OMIT IF YOU CHOSE (e) FOR ITEM 13) How much value was this assistance in enabling teachers and pupils to establish more realistic goals and improved educational plans?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) Do not know

15. (OMIT IF YOU CHOSE (e) FOR ITEM 13) How much value was this assistance in finding solutions to or preventing pupils' problems which interfere with learning?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

    e) Do not know

16. How much time do you spend on other activities (not mentioned in items 1, 4, 7, 10, and 13) that are specifically related to the Title I programs?

    a) More than the additional time gained

    b) All or most of the additional time gained

    c) About half of the additional time gained

    d) A little of the additional time gained

    e) None

17. After completing the activities mentioned in items 1, 4, 7, 10, 13, and 16, do you have any of the additional time (time gained due to five additional positions in the area) left for meeting other special needs that are unique to pupils in the target area schools?

    a) Yes, enough to meet these needs

    b) Yes, some but not enough to meet these needs

    c) No

18. Were you assigned as a counselor to any of the twenty-four target area schools before the Title I programs began (January 1966)?

    a) Yes

    b) No

19. If you answered "yes" to item 18, how much has your counselor-pupil ratio been decreased as a result of the additional positions assigned to the area?

    a) None

    b) About 100 pupils

    c) About 300 pupils

    d) About 500 pupils

    e) More than 500 pupils

20. Has the Title I attendance aide serving your school provided information to you for individual pupils?

    a) Yes, several times

    b) Yes, a few times

    c) No

21. If you answered "yes" to item 20, how much value has this information been for your purposes?

    a) Much value

    b) Moderate value

    c) Little value

    d) No value

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO CLASSROOM TEACHERS IN SCHOOLS WITH TITLE I TEACHER AIDES

1. Have the services of a teacher aide been available to you this school year?

    a) Yes, on a regularly scheduled basis

    b) Yes, upon request

    c) Yes, both on a regularly scheduled basis and on request

    d) No

2. How much aide time, on the average, have you used this year?

    a) More than five hours per week

    b) About four or five hours per week

    c) About two or three hours per week

    d) About one hour per week or less

    e) None

If you indicated in item 2 that you did not use the services of an aide, you may omit the remaining items, but please return the answer sheet with your responses to items 1 and 2.

3. Approximately how much has the aide's help decreased the time you spend on non-instructional tasks? (Be sure you consider the time you now spend requesting, giving directions, or supervising the aide as time being spent on non-instructional tasks.)

    a) 75% or more

    b) 50 - 75%

    c) 25 - 50%

    d) 25% or less

    e) None

If the time that you spent on some non-instructional tasks has decreased, choose one of the following responses to indicate how much it has decreased in each of the areas listed in items 4 - 10.

- a) 75% or more
- b) 50 - 75%
- c) 25 - 50%
- d) 25% or less
- e) No decrease in this area

4. Supervision between classes (include noon hour, recess, before and after school).
5. Correcting papers.
6. Preparing reports.
7. Monitoring individual pupils or small groups of pupils in learning activities prescribed by the teacher.
8. Reproducing tests and materials (typing, duplication, etc.).
9. Other clerical tasks.
10. Other non-instructional tasks in the classroom.

Choose one of the following responses to indicate how much you have been able to increase the time you spend on each of the areas listed in items 11 - 16 as a result of the aide's assistance in other areas.

- a) 75% or more
- b) 50 - 75%
- c) 25 - 50%
- d) 25% or less
- e) No increase in this area

11. Lesson preparation and planning.
12. Individualized instruction.
13. Class recitation.
14. Preparation of homework assignments.
15. Pupil evaluation.
16. Parent conferences.

Choose one of the following responses to indicate how much value you feel the assistance you received from the teacher aide was in each of the areas listed in items 17 - 22.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

17. Decreasing the amount of time that you spent on non-instructional tasks.

18. Enabling you to devote more time to individual pupils' problems.

19. Increasing the amount of time that you have for planning.

20. Increasing the amount of time that you have for pupil evaluation.

21. Increasing the amount of time that you have for parent conferences.

22. Increasing your overall teaching effectiveness.

23. Preparing materials or performing other tasks that required skill or training that you did not have. (Examples might be typing, operating certain machines or equipment, etc.).

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO TITLE I ELEMENTARY SCHOOL NURSES FOR EVALUATION OF THE 1967-68 TITLE I PROJECT

As a part of the Title I program five additional nurses have been employed to serve the twenty-four elementary schools in the Title I target areas. Questions asked here are not in regard to the total health service program but refer only to the additional time gained by adding these five positions.

1. How much additional "school nurse time" do the Title I target area schools that you serve (average if you serve more than one) receive this year compared to what they received before Title I assistance (January 1966)?

    a) More than 3 half days per week

    b) 3 half days per week

    c) 2 half days per week

    d) 1 half day per week

    e) Less than 1 half day per week

Choose one of the following responses to indicate how much value you feel the additional time has been to each of the activities listed in items 2 - 10.

a) Much value

b) Moderate value

c) Little value

d) No value

e) No opinion

2. Health counseling with individual children.

3. Health counseling at school with parents.

4. Making home calls.

5. Making health referrals to other agencies.

6. Vision and hearing checking.

7. Consulting with teachers and participating in classroom activities.

8. Health education programs.

9. Meeting needs related to immunization of pupils.

10. Follow-up on some of the above activities.

11. Were you assigned to one or more of the twenty-four elementary schools now identified as the Title I target areas prior to January 1966?

    a) Yes

    b) No

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO SENIOR HIGH PRINCIPALS FOR EVALUATION OF THE 1967-68 TITLE I ATTENDANCE IMPROVEMENT PROGRAM

1. Do you feel that the attendance at your school has been improved due to the efforts of the Title I attendance aide?

    a) Yes, very much

    b) Yes, moderately

    c) Yes, a little

    d) No

    e) Do not know

2. Has the number of dropouts in your school decreased as a result of the efforts of the Title I attendance aide?

    a) Yes, a great deal

    b) Yes, moderately

    c) Yes, a little

    d) No

    e) Do not know

3. How much time, on the average, has the aide spent on attendance problems of your school?

    a) More than 20 hours per week

    b) 15 - 20 hours per week

    c) 10 - 15 hours per week

    d) 5 - 10 hours per week

    e) Less than 5 hours per week

4. How much attendance aide time, on the average, could you profitably use each week considering the present frequency of attendance problems in your school?

   a) More than 20 hours per week

   b) About 15 - 20 hours per week

   c) About 10 - 15 hours per week

   d) About 5 - 10 hours per week

   e) Less than 5 hours per week

5. Has information obtained by the attendance aide enabled your staff to complete withdrawal information more accurately for pupils leaving school?

   a) Yes, in a great number of cases

   b) Yes, in some cases

   c) Yes, but only in a very few cases

   d) No

6. What has been the reaction of parents to the attendance aide's work?

   a) Much improved parent-school relationship

   b) Slightly improved parent-school relationship

   c) No difference in parent-school relationship

   d) Impaired parent-school relationship

   e) Do not know

7. What effect has the attendance aide had on the attitudes of pupils with attendance problems relative to school attendance and the value of education?

   a) Much improved

   b) Moderately improved

   c) Not improved

   d) Worse than before

   e) Do not know

Indicate the attendance aide's value to your school in each of the ways or areas listed in items 8 - 12 by choosing one of the following five responses for each item.

a) Did not utilize the aide in this way

b) Very helpful

c) Moderately helpful

d) Little help

e) More harmful than helpful

8. Establishing contact with parents that you have been unable to contact otherwise.

9. Collecting and reporting information pertaining to individual cases of truancy.

10. Collecting and reporting information pertaining to severe attendance problems for individual pupils over the compulsory attendance age.

11. Collecting and reporting information pertaining to individual pupils who are beginning to develop a pattern of non-attendance or unexcused absences.

12. Improving the relationship between the school and parents of pupils with attendance problems.

Thank you for your assistance. Yours is an important part of the total evaluation. We hope you will use the space on the answer sheet for any suggestions that would be helpful in planning future programs or evaluations. Use the back of the answer sheet or additional sheets if necessary.

QUESTIONNAIRE TO TITLE I ATTENDANCE AIDES FOR EVALUATION OF THE 1967-68 TITLE I ATTENDANCE IMPROVEMENT PROGRAM

1. On the average, how much of your work week do you spend on attendance problems of elementary school pupils?

   a) One-half or more

   b) Between one-fourth and one-half

   c) One-fourth or less

   d) None

2. On the average, how much of your work week do you spend on attendance problems of junior high pupils?

   a) More than half

   b) About one-half

   c) About one-third

   d) About one-fourth

   e) Less than one-fourth

3. On the average, how much of your work week do you spend on attendance problems of senior high pupils?

   a) More than half

   b) About one-half

   c) About one-third

   d) About one-fourth

   e) Less than one-fourth

4. At which level do you feel your work has been most effective?

   a) Senior High

   b) Junior High

   c) Elementary

   d) About the same at all these

   e) Do not know

5. On the average, how much of your work week has been spent trying to establish contact with parents that the school has not been able to contact otherwise?

   a) More than 20 hours per week

   b) 15 - 20 hours per week

   c) 10 - 15 hours per week

   d) 5 - 10 hours per week

   e) Less than 5 hours per week

If you indicated in item 5 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas mentioned in items 6 - 10.

   a) Much value

   b) Moderate value

   c) Little value

   d) No value

   e) Do not know

6. Improving pupils' attendance.
7. Improving pupils' attitude toward school.
8. Improving parents' attitude toward school.
9. Reducing the number of dropouts.
10. Improving parent-school relationships.

11. On the average, how much of your work week has been spent collecting and reporting information regarding truancy of individual pupils?

   a) More than 20 hours per week

   b) 15 - 20 hours per week

   c) 10 - 15 hours per week

   d) 5 - 10 hours per week

   e) Less than 5 hours per week

If you indicated in item 11 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas listed in items 12 - 16.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

12. Improving pupils' attendance.

13. Improving pupils' attitude toward school.

14. Improving parents' attitude toward school.

15. Reducing the number of dropouts.

16. Improving parent-school relationships.

17. On the average, how much of your work week has been spent collecting and reporting information pertaining to severe attendance problems for individual pupils who are over the compulsory attendance age?

a) More than 15 hours per week

b) 10 - 15 hours per week

c) 5 - 10 hours per week

d) Some but less than 5 hours per week

e) None

If you indicated in item 17 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas listed in items 18 - 22.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

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18. Improving pupils' attendance.

19. Improving pupils' attitude toward school.

20. Improving parents' attitude toward school.

21. Reducing the number of dropouts.

22. Improving parent-school relationship.

23. On the average, how much of your work week has been spent collecting and reporting information pertaining to individual pupils who are just beginning to develop a pattern of non-attendance or unexcused absences.

    a) More than 15 hours per week

    b) 10 - 15 hours per week

    c) 5 - 10 hours per week

    d) Some but less than 5 hours per week

    e) None

If you indicated in item 23 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas listed in items 24 - 28.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

24. Improving pupils' attendance.

25. Improving pupils' attitudes toward school.

26. Improving parents' attitudes toward school.

27. Reducing the number of dropouts.

28. Improving parent-school relationships.

29. On the average, how much of your work week has been spent collecting and reporting information pertaining to pupils who have been withdrawn for non-attendance?

a) More than 20 hours per week

b) 15 - 20 hours per week

c) 10 - 15 hours per week

d) 5 - 10 hours per week

e) Less than 5 hours per week

If you indicated in item 29 that you had spent some time on that task, choose one of the following responses to indicate how much value you feel this part of your work was in each of the areas listed in items 30 - 34.

a) Much value

b) Moderate value

c) Little value

d) No value

e) Do not know

30. Enabling or helping pupils to reenter school.

31. Improving pupils' attitude toward school.

32. Improving parents' attitude toward school.

33. Reducing the number of dropouts.

34. Improving parent-school relationships.

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ANSWER SHEET
FOR
TITLE I QUESTIONNAIRE

Read each question and its responses. When you have decided which response you want to make, blacken the corresponding space on this sheet with a No. 2 pencil. Make your mark as long as the pair of lines, and completely fill the area between the pair of lines. If you change your mind, erase your first mark carefully and completely.

When marking be sure that question and answer numbers correspond, particularly if your instructions call for you to omit some items.

Suggestions or comments:

MAKE NO MARKS TO THE RIGHT OF THIS LINE OTHER THAN YOUR RESPONSES

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APPENDIX B

DESCRIPTION OF THE TEST OF MUSICAL DISCRIMINATION FOR THE PRIMARY GRADES

TEST OF MUSICAL DISCRIMINATION FOR THE PRIMARY GRADES

The over-all purpose of the test is to evaluate pupils' progress in musical discrimination, i.e., their ability to recognize and identify the organization of musical sounds, melodically, rhythmically, formally, within a musical context.

In the tests measuring rhythmic and formal understandings the musical examples are complete musical entities--they are in all cases taken from standard folksong literature and are performed with rhythm, melody, and harmony. In the case of the tests measuring melodic discrimination, the examples do not include harmony.

The function of the test is to measure aural discrimination; it is not a measure of the child's ability to interpret musical organization in relation to the traditional musical symbols. In all cases but one the worksheet pictures the musical organization by diagram rather than by standard musical notation. The one case is the last question in Test V, in this example the musical organization is represented by notes on a staff.

Except for Test V which has twelve and Test VII which has twenty, each test includes six questions. There has been no attempt to organize the individual questions, or the sections of the test, by difficulty.

TEST I: RECOGNITION OF EVEN AND UNEVEN RHYTHM PATTERNS

This test measures the child's ability to make gross discriminations regarding rhythmic movement in terms of its overall organization. The child hears a musical phrase. He is asked to determine whether the rhythmic pattern that he hears as one aspect of this musical entity is even or uneven. The test paper gives the two words above two columns of boxes. In the box to the right, under the word "Even" is a diagram representing an even rhythm, with lines of equal length, or duration. In the second box, under the word "Uneven", is a diagram representing an uneven rhythm, with lines of unequal duration. He is asked to mark the box which represents the rhythm that he hears.

TEST II: RECOGNITION OF RHYTHM PATTERNS USING SAME-LONGER AND SHORTER TONES

This test measures the child's ability to make somewhat finer discriminations regarding rhythmic movement than Test I. He is now asked to determine whether the pattern which he hears (again the sounds that he hears are a total musical entity) is made up of tones that are all the same duration, or of differing durations. The two columns of boxes are labeled "Same" "Longer and Shorter" with appropriate diagrams within each box.

TEST III: RECOGNITION OF METERS

This test measures the child's ability to recognize the organization of beat into accent groupings of twos and threes. The two columns of boxes contain diagrams which represent the two possible groupings. Column I contains a diagram representing music which moves in "Twos". Column II contains a diagram representing music which move in "Threes".

TEST IV: RECOGNITION OF MELODIC MOVEMENT IN TERMS OF UP-DOWN-SAME

This test measures the child's ability to make gross discriminations regarding melodic movement. As the child listens to a melodic fragment, (In this test there is melody only, no harmony) he is asked to indicate on his worksheet the general direction of the melody. The worksheet includes three columns, each with illustrations made up of lines going in the appropriate direction: "Up" "Down" "Same".

TEST V: RECOGNITION OF MELODIC MOVEMENT BY STEPS OR SKIPS

This test is designed to measure children's ability to make finer discriminations regarding melodic contour. He is asked now to determine not only the direction, but the kind of movement, as to whether it moves stepwise (scale-line movement) or by skips (intervals). The two columns on the child's worksheet are titled--"Steps" and "Skips". The box contains a stairstep with x's indication the appropriate movement. Again, the child hears a melodic fragment which moves in a single direction; in some cases the melody pattern is scale wise; in some cases it is made up of intervals of varying sizes.

TEST VI: RECOGNITION OF SAME AND DIFFERENT PHRASES

This test is planned to measure children's ability to make discriminations about the formal organization of music. He is asked to listen to two musical phrases. In some cases the two phrases are identical; in some cases the second phrase is distinctly different from the first. On the child's worksheet are two columns, the first marked "Same"; then the second is marked "Different". The boxes in each column contain the appropriate word; they also contain appropriate diagrams made up of letters. In the first column the letters A A appear. In the second column of boxes the letters A B appear.

TEST VII: RECOGNITION OF MUSICAL SYMBOLS

In addition to the six tests that make up the Wood-Boardman Test of Musical Discrimination, a seventh test was constructed for use with this program. This test was designed to measure a child's ability to recognize certain musical symbols that were taught at the third grade level. In this test the pupil sees certain musical symbols illustrated down the left hand column. Adjacent to these are boxes, one of which is labeled "Right" and the other "Wrong". Next to each symbol and boxes the student sees a statement, which he also hears on a tape recorder, concerning the symbol. The pupil must decide whether the statement is right or wrong and mark an X over the appropriate box.